The ILLINOIS STATE NORMAL UNIVERSITY NORMAL, ILL.

The NORMAL SCHOOL QUARTERLY

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JULY, 1911

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LORA MARY DEXHEIMER,
Training Teacher Sixth Grade.

HELEN ELIZABETH PURCELL, B.Ed.,
Training Teacher Fifth Grade.

JESSIE MAY DILLON,
Training Teacher Fourth Grade.

EFFIE PIKE,
Training Teacher Third Grade.

LURA MARY EYESTONE,
Training Teacher Second Grade.

NELLIE CATHERINE THOMPSON,
Training Teacher First Grade.

MARGARET E. LEE,
Director of the Kindergarten.

BRUNO NEHRLING,
Gardener.

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Librarian.

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FLORA PENNELL DODGE,
Stenografer.

Extra Teachers for Summer School

—1911—

GEORGE EDWARD MARKER, A.M.,
FRED URIAH WHITE,
MABEL CARNEY,
Pedagogy.

HARRY DWIGHT WAGGONER, A.M.,
WILLIAM EDWARD ANDREWS, Ph.D.,
Biology.

VERGIL C. LOHR, A. B.,
CLARENCE ELMER DEBUTTS, A.M.,
JAMES HENRY SMITH,
Physical Science.

DEWITT CLINTON ELWOOD,
HENRY HUGH EDMUNDS,
WILLIAM WRIGHT McCULLOCH,
HENRY WILLIAM HOSTETTLER,
Mathematics.

MARION NELSON BEEMAN,
English Grammar.

JOHN ARTHUR STRONG, B. Ed.
Geografy.

WALTER STEWART BOOTH,
SILAS ECHOLS, A.B.,
CHARLES E. HILL, A.M.,
History and Civics.

HELEN FLORENCE ZURAWSKI,
Reading.

IDA M. WINDATE,
SUSAN ELMA WILCOX, B.S.,
Literature.

ALICE ROZETTA TREGANZA,
CARRIE GALT,
MARTHA PATTERSON,
Household Economics.

ELIZABETH E. TROEGER,
ERMA ANDERSON, B.S.,
HELEN OSBORN,
LAURA VAN PAPPELENDAM,
Art Instruction.

EDWARD RAY TOMPKINS,
Manual Training.

MARGARET H. J. LAMPE, A.M.
German.

ESTHER WHITE,
Primary Methods.

Faculty Committees

Alumni—Mr. McCormick, Miss Barton, Miss Eyestone
Athletics—Mr. Russell, Mr. Holmes, Miss Ballard.
Advanced Standing—Miss Colby, Mr. Manchester, Mr. Peterson.
Bildings—Mr. Newell, Mr. Barber, Miss Ela.
Bulletins and Printing—Mr. Holmes, Mr. Adams, Mr. Peterson.
Campus—Mr. Pricer, Miss Patterson, Miss Ballard.
Christian Work—Mr. Adams, Miss Barton, Miss Dillon.
Course of Study—Mr. Manchester, Miss Gowdy, Mr. Howe.
Entertainments—Mr. Ridgley, Mr. Barker, Miss Atkin.
Faculty Club Programs—Mr. Turner.
Faculty Receptions—Miss Ela, Miss Thompson, Miss Lyford.
Graduating Exercises—Miss Owen, Miss Ela, Mr. Adams.
Lecture Association—Miss Gowdy, Mr. Ridgley, Mr. Beyer.
Model School—Mr. Turner, Miss Dexheimer, Mr. Howe.
Music—Mr. Westhoff, Miss Barton, Miss Cummings.
Oratorical Association—Mr. Evans, Miss Owens, Mr. Beyer, Mr. Telford.
Playground—Mr. Gray, Miss Ballard, Miss Lee.
Reception of New Students—Mr. Howe, Miss Blanchard, Mr. Peterson, Mr. Westhoff, Miss Cummings.
Records—Mr. Cavins, Mr. Turner, Mr. Beyer.
Recommendations—Mr. Turner, Mr. Holmes, Miss Gowdy.
Social Life—Mrs. Brooks, Miss Thompson, Miss Blanchard.
Students Loan Fund—Mr. McCormick, Miss Pike, Mr. Cavins.
Student Publications—Mr. Beyer, Mr. Barker, Mr. Russell.
Student Welfare—Miss Cummings, Miss Barton, Mr. Cavins.
Philadelphian Society— Mr. McCormick, Mr. Manchester Mr. Westhoff.

Wrightonian Society—Mr. Barber, Miss Atkin, Miss Patterson.
Sapphonian Society—Miss Colby, Miss Gowdy, Miss Purcell.
Ciceronian Society—Mr. Evans, Mr. Ullrich, Mr. Russell.
Girls Debating Society—Miss Blanchard, Miss Atkin, Miss Chamberlain.

The President is ex-officio a member of all committees.

HISTORICAL SKETCH

THE ILLINOIS STATE NORMAL UNIVERSITY was establisht by the General Assembly February 18, 1857, to prepare teachers for the public schools of Illinois. The School was opend October 3, 1857, in Major's Hall in Bloomington with three teachers and nineteen students. It was the first state normal school in the Mississippi Valley. In 1860 the school was removed to its new quarters, then the finest normal school bilding in the United States. This structure had been erected at a cost of $120,000 of which $65,000 was paid by the state. The city of Bloomington and county of McLean had contributed in lands and moneys $141,000.

In 1889 a separate heating plant was erected, a training school bilding in 1891, a library and gymnasium in 1896, a plant house in 1905, a manual arts bilding and auditorium in 1909. The present value of the bildings and grounds is not less than $450,000.

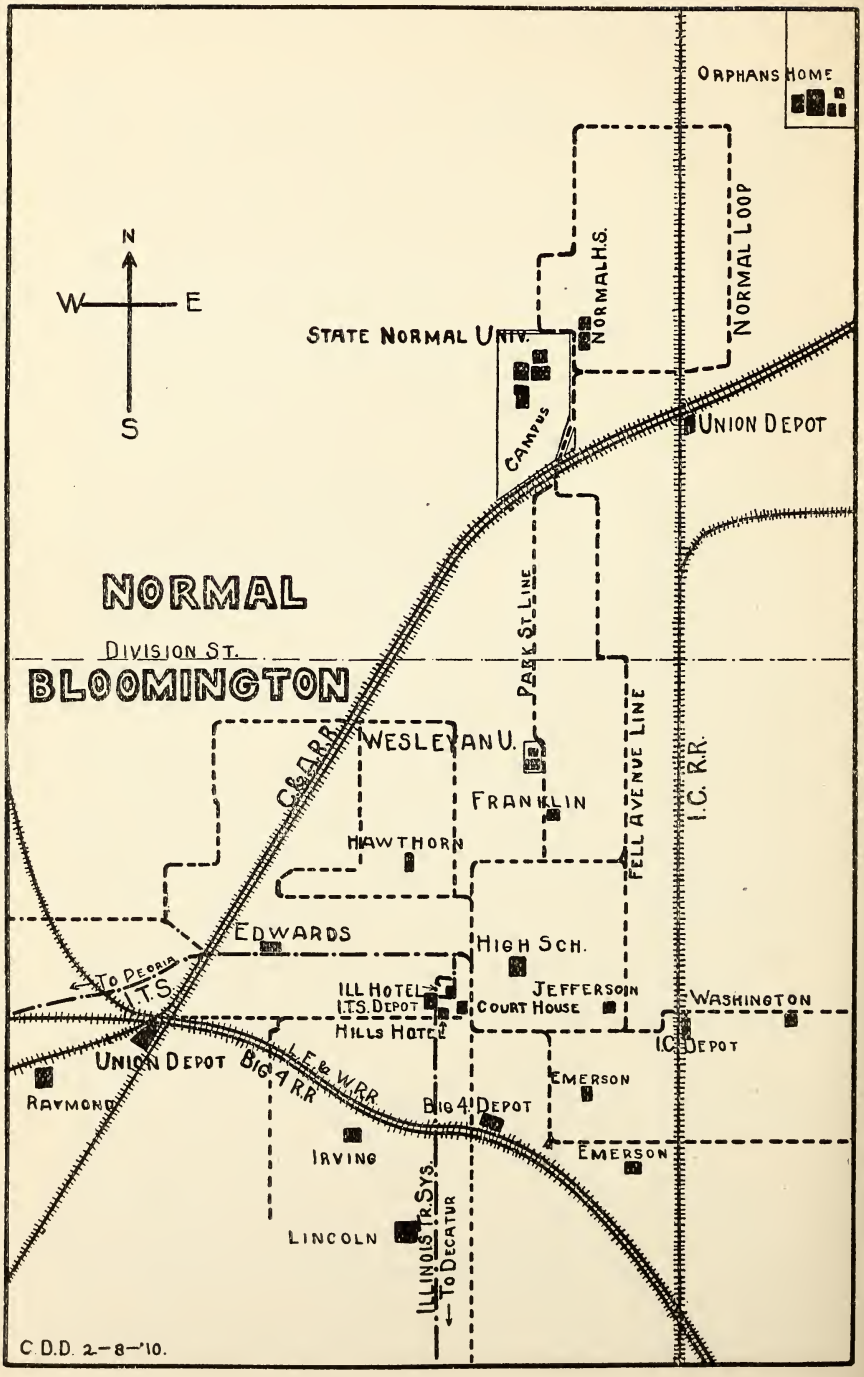
For fifty-three years the state normal school has been doing the work for which it was establisht. Of its twenty thousand students almost all have taught some time in the schools of Illinois. Its graduates are to be found in almost every state from Boston to the Golden Gate. Many have attaind to the highest eminence in educational work. The yearly demand for teachers who have received their training in this school is much larger than can be supplied.

From 1860 until 1894 a high school was maintaind as a department of the Model School. Its thoro instruction in the ancient languages won high reputation. In 1906 the high school was restored, but its chief emphasis is now laid upon modern science and the manual arts. In 1908 was establisht a graduate department with advanced courses leading to a professional degree.

The ordinary income of the institution has now reacht $120.000. Its regular faculty numbers forty-one teachers. Its annual enrolment 2128 students, besides 127 in the high school and 423 in the model school. Its courses of study have multiplied to meet the varying needs of students, and to train special teachers of art, household science, manual training, and agriculture.

LOCATION

The Normal University is located at Normal, a town of 4000 inhabitants at the intersection of the Chicago and Alton and Illinois Central Railroads. The situation is helthful, the site high and welldraind; the town is provided with excellent water, sewers, paved streets, gas, and electric lights. Commodious homes and boarding houses for 1000 students stand within easy walking distance of the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NORMAL LOOP
STATE NORMAL UNIV.
CAMPUS
UNION DEPOT
NORMAL
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BLOOMINGTON
PARK ST. LINE
C. & A. R.R.
WESLEYAN U.
FRANKLIN
FELL AVENUE LINE
I.C. R.R.
HAWTHORN
EDWARDS
HIGH SCH.
TO PEORIA
I.T.S.
ILL. HOTEL
I.T.S. DEPOT
JEFFERSON
COURT HOUSE
WASHINGTON
HILLS HOTEL
I.C. DEPOT
UNION DEPOT
BIG 4 R.R.
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EMERSON
RAYMOND
BIG 4 DEPOT
IRVING
EMERSON
LINCOLN
ILLINOIS TR. SYS.
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school. Normal is a very desirable place of residence for people who value educational advantages. The charter provides that intoxicating liquors shall never be sold within the limits of the town. An electric railway with cars every ten minutes connects Normal with Bloomington, two miles to the south. Bloomington is one of the most conveniently accessible cities in the state. Its numerous railroads and interurban electric lines make it the commercial center of one of the most fertil and welthy regions of the state. More than two-thirds of the population of Illinois live within four hours ride of this city.

HOW TO REACH NORMAL

The Illinois Central and the Chicago and Alton are the only railroads in Normal, but whenever it is possible students on other lines should buy their tickets and check their baggage thru to Normal. Students coming to Bloomington; on the Big Four or Lake Erie and Western are advized to check their baggage to the Chicago and Alton Station in Bloomington; they may then leave the train at this station recheck their baggage to Normal at a cost of six cents, the price of a ticket to Normal.

Students coming to Bloomington on the limited trains of the Chicago and Alton, or the Big Four or Lake Erie and Western, or the interurban lines of the Illinois Traction System may reach Normal by street cars. These run from all railroad stations to the Court House square, whence a transfer may be taken to the *Park Street* or *Fell Avenue* cars, which run to the Normal University.

The fee for delivering baggage from Normal station is twenty-five cents; from Bloomington fifty to seventy-five cents. Baggage should bear a card with the owner's name and address.

BILDINGS AND EQUIPMENT

The Main Bilding, an imposing structure 100 by 160 feet surmounted by a clock tower, contains the offis and reception rooms, the study hall, the society halls, and eighteen class rooms.

The Gymnasium Bilding, 100x125 feet, constructed of Bedford limestone, contains on the first floor the gymnasium, baths, and dressing rooms; on the second floor the library and reading room; on the third floor the biological laboratories and museum.

The Training School Bilding is a substantial brick structure 80x96 feet. On the first floor is the offis of the supervisor, the kindergarten room, and four school rooms. On the second floor are rooms for the grammar grades and seven recitation rooms.

The Manual Arts Bilding contains a modern auditorium with seating for 1115 persons, a science lecture room, three laboratories for chemistry and physics, four rooms for domestic economy, three for the art department and six for manual training besides offises and storerooms. This bilding is provided with the best equipment, ample for the preparation of special teachers of these branches.

The new physical and chemical laboratories are supplied with modern equipment and a good stock of apparatus adapted to the needs of advanced students.

The psychological laboratory is provided with an abundance of appliances for experiment and demonstration.

The department of biology, because of the former location here of the State Museum of Natural History, has at its disposal a working collection of zoological and botanical material much larger than that found at similar institutions. The laboratories are equipt with twenty-four compound microscopes of modern type. Apparatus for the preparation of permanent microscopic mounts of plant and animal tissues has been instald recently. The equipment for human physiology is exceptionally ample. The new green houses are a valuable asset in connection with the work in botany, and new apparatus for experiments in plant life is used here by students preparing to teach botany in higher schools. An ample supply of field glasses is provided for bird study.

The geografical equipment includes relief models of the United States and Europe, a complete set of Sydow-Habenicht relief maps, charts of the United States topografic, coast, and geodetic surveys, a collection of rocks, minerals, and other specimens, meteorological instruments, numerous exhibits illustrating industrial topics, and a large collection of pictures relating to this subject including several thousand stereografs and stereopticon slides.

A school garden of two and one-fourth acres, and a spacious green house in care of an experienced gardener, afford excellent facilities for experiment and instruction in horticulture and floriculture. A farm of ninety-five acres belonging to the institution is used for demonstration and experiment in connection with the courses in agriculture.

The Manual training shops are supplied with lathes, jointer, planer, band saw, circular saws, all driven by electric motor, and an abundant equipment of minor tools for wood and metal working.

The well-shaded campus of fifty-six acres contains over one hundred species of trees and shrubs. Its open spaces afford abundant room for tennis and other athletic sports.

There is a valuable reference and circulating library of 21,000 bound volumes and 11,000 pamflets. This collection is especially rich in juvenil books and in the literature of education. The books have been carefully selected and indext and now constitute a very complete working library.

Students are allowed the free use of reading room and may draw out books without charge. The department is open eleven hours of every school day and four hours on Saturday and during vacations. The librarian and assistants are always in attendance. The privilege of access to the shelvs has been establisht and the librarian gives instruction in the use of the library in a set of informal talks and practical lessons. It is the aim of the teachers and librarian to help students to the use of books, and to give them the best assistance in doing their reference work.

The library is supplied with the leading American periodicals.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

There are five literary societies connected with the school—the Philadelphian, the Wrightonian, the Ciceronian, the Sapphonian, and the Girls' Debating Club. These are in flourishing condition, and afford abundant practis in oratory, debate, dramatics and parliamentary usage. These societies have well-furnisht rooms set aside for their use.

CHRISTIAN ASSOCIATIONS

New students will receive a harty welcome to the Young Men's and Young Women's Christian Associations of the Normal School. These organizations are vigorous and activ, and seek earnestly to promote the spiritual welfare of the students. While they are separate organizations, union meetings are regularly held.

ORATORICAL ASSOCIATIONS

The purpose of this association is the cultivation of oratory and declamation. The winners of the annual contest in oratory and declamation receive the Richard Edwards medals, establisht in honor of the second president of the institution. The successful contestant in oratory represents this institution in the contests held in March of each year under the direction of the State Leag of Normal Schools. This Association conducts also annual debates with the State Normal school at Oshkosh and Terre Haute.

THE LECTURE ASSOCIATION

Three members of the faculty, four students, the pastors of the various churches in Normal and the city superintendent of schools constitute a lecture board, to provide a course of high-class lectures and concerts at low cost. The activ management of the course is in the hands of the student members. In 1911-12 ten entertainments will be given for one dollar.

MUSICAL ORGANIZATIONS

The University Choral Club.—Among the student organizations there is no other which attracts so large a number of young men and women as does the Choral Club. Its membership, which varies somewhat from term to term, numbers from seventy to ninety.

The club has its constitution and by-laws and is officerd by members of its own body, elected at the beginning of each term. The club gives three concerts each year, singing selections from standard operas, oratorios, and cantatas.

GLEE CLUBS. A number of students have organized glee clubs, one for men, the other for women, which meet regularly for practis.

THE ORCHESTRA.—It is the purpose of this organization to give students who play upon an instrument an opportunity for practis in concerted playing.

Rehersals are held regularly and such music as is suitable for the social functions of the school is prepared.

The musical organizations are under the direction of the teacher of music.

THE ATHLETIC ASSOCIATION

This organization has general control of student athletics in conjunction with the director of the gymnasium.

STUDENT PUBLICATIONS

The VIDETTE is a 16-page weekly fild with local news, alumni notes, and practical and interesting matter on school topics contributed by faculty and students. It is under the management of the Vidette Board elected by the students of the various classes.

The INDEX, publisht annually by the senior class, contains detaild information in regard to the various student organizations.

THE NORMAL SCHOOL QUARTERLY

The Normal School publishes quarterly for free distribution a series of educational studies prepared by the faculty. Any teacher in the public schools of Illinois will receive the Quarterly regularly upon application. The numbers still available for distribution are:

The Tariff Question in American History.
Shakespere in the High School.
Manual Training in the Schools.
Nature Study in its Practical Bearings.
The Manual Arts.
Our Money History.
A Topical Guide to the Study of the History of Illinois.
The Making of Questions.
The Teaching of Civil Government.
Notes on Nature Study.
Economics in the Public Schools.
A Study in the Art of Teaching.
Educational Progress of a Quarter Century.
Home Economics.
Reading in the Intermediate Grades.
A Study of Corn and Potatoes.

CONDITIONS OF ADMISSION

Students are admitted to the Normal Department upon presentation of the following evidences of scholarship:

1. A high school or college diploma.
2. A teacher's certificate.
3. A certificate of attendance at another state normal school.
4. A township scholarship under the Lindley Act. This act provides for an annual examination in each township adapted to graduates of the eighth grade. The candidate making the highest average in his township is awarded by the State Superintendent of Public Instruction a scholarship good for four years at any state normal school.

Persons not provided with the foregoing credentials may arrange for admission by correspondence with the president. In doutful cases an examination in the common branches will be given by the faculty. This examination is held on the first day of the term.

For candidates for admission not found qualified to enter the normal department, is provided a preparatory or sub-normal class, whose work covers the elements of the branches required for admission. Only prospectiv normal students may enter this class. Tuition is eight dollars per term.

Young men to enter the normal or preparatory classes must be at least seventeen years of age; young women sixteen. Students not of the required age are assignd to the grammar school or high school until they reach the maturity desired.

For holders of township scholarships not old enough to enter the normal department, and for students not intending to teach is provided an academic course similar to that provided by the best high schools. Students to enter this course must be at least fourteen years of age, and proficient in the work of the eighth school year as outlined in the State Course of Study. A further description is given on page 28.

To obtain free tuition, students who are not holders of township scholarships are required to sign a declaration of their intention to devote themselvs to teaching in the public schools of Illinois for as long a period as they attend the Normal School.

Students are assignd to the various sections of the entering class, Section F, Section I, or Section L, as defined on page 18, on the basis of previous preparation. Correspondence is invited in all cases which the general rules do not cover.

Students may enter at any time, provided they are competent to take up the work then in progress. It is better to enter at the beginning of a term. Classes are provided each term for students beginning the course of study.

ACCREDITED HIGH SCHOOLS

Graduates of high schools with four-year courses accredited to the University of Illinois are admitted to Section F, and a course of study leading to graduation in two years, if their high school course, as attested by certificate of the principal, has included the work stated below, and provided that the work of the school in these branches is accepted at the University of Illinois.

ALGEBRA—At least one year's work, including quadratics.

GEOMETRY—One year's work, including all of plane geometry as treated in such text-books as Wentworth.

PHYSICS—One year's work, including laboratory practis.

CHEMISTRY—One half year's work.

ZOOLOGY—One half year's work.

BOTANY—One half year's work.

PHYSIOLOGY—One half year's work.

PHYSICAL GEOGRAFY—One half year's work.

CIVIL GOVERNMENT (of the United States and of Illinois)—One half year's work.

GENERAL HISTORY—One year's work, including Ancient History and either Medieval History, or English History.

LITERATURE—Daily practis in composition for one year or its equivalent. Elementary instruction in the principles of rhetoric, and at least two years' work with daily recitations in the study of complete masterpieces in prose and poetry.

The work stated above is the minimum in each branch. It is expected that each student shall have done more work in some of the subjects.

Students of accredited high schools who have not completed all the work described above will be admitted to Section F, in all branches in which they comply with the conditions stated above. The omitted courses may be taken in the regular normal classes in such subjects.

If students admitted to Section F are not able to write well with ease and speed, or read distinctly with good expression, extra courses in reading and penmanship must be taken soon after entering.

COLLEGE GRADUATES

For college and university graduates are provided special lines of professional reading and investigation in addition to, or in lieu of, a portion of the standard program. In no case is the diploma of the institution granted for less than one year of resident work. Such graduates will receive the degree, Bachelor of Education.

EXAMINATIONS FOR ADVANCED STANDING

To students pursuing any of the three forms of the course outlined on pages 23–25 an opportunity is given to pass by examination any study in the program without taking the same in class.

CREDIT FOR WORK IN OTHER INSTITUTIONS

For all work done in other state normal schools and in the University of Illinois, credit is given so far as such work is equivalent to our own courses. Credit for work done in other higher institutions is granted upon adequate proof that such work is a satisfactory substitute for courses offerd here. No student is expected to mark time by repeating work well done elsewhere.

SPECIAL STUDENTS

Teachers of maturity and experience may be admitted as special students, and are permitted to take up any work for which they are prepared. They may not, however, be permitted to teach in the training school until they have had preliminary courses in general pedagogy.

ADVANCED STANDING AT THE UNIVERSITY OF ILLINOIS

Graduates of this institution are regularly admitted to junior standing in the University of Illinois. Students who wish to prepare for teaching in such city high schools as require university graduation of their teachers, if alredy qualified to enter the freshman class at the university, may profitably spend the first two years in the careful professional training that the normal school affords.

Graduates of the state normal schools of Illinois receiv a two-year teachers' certificate good in any county of the state upon the endorsement of the county superintendent, and renewable upon the approval of the county superintendent. A life certificate may be obtaind by passing a satisfactory examination in English, educational psychology, and principles and methods of teaching.

ENROLMENT

The first day of each term except the summer term is devoted to the enrolment of new students, to the examination of students for advanced standing, or to complete the work of the preceding term. New students should be present in the morning to register in the offis, to pay their term fee, to consult with the appropriate committee in regard to their program of studies, to enrol with the director of the gymnasium, and to consult with teachers in regard to their studies, so far as may be desirable.

Students arriving in Normal on the first day of the term or the preceding Saturday will be met at the railroad station or street car by students wearing the red badges of the Young Men's or Young Women's Christian Associations, who will assist the new comers in finding suitable boarding places.

Students arriving at other times are advized to come directly to the offis of the President.

EXPENSES

Tuition is free to all qualified students of the required age who are preparing to teach in the schools of Illinois. An incidental fee of two dollars per term is charged all students except those holding township scholarships under the provisions of the Lindley act. For each summer term of six weeks the fee is one dollar. Students from other states than Illinois and students not preparing to teach are charged an additional tuition fee of ten dollars per term for the long terms. If within five years such student from another state teaches an equivalent time in Illinois, the tuition is refunded.

Good furnisht rooms, large enough for two persons, rent at from $1.25 to $2.50 per week. Table board in private families may be had at $3.50 per week. Good rooms and excellent boarding places are abundant. Arrangements can be made better after arriving in Normal than by letter.

Students not living at home are required to room at approved houses. A list of approved rooming houses is kept at the offis of the President of the University. A written contract should be made strictly defining the terms on which rooms are rented.

The Normal University does not sell or rent text-books. The total cost of books and stationery need not excede fifteen dollars per year. Students are advized to bring with them such books as they mav have, but not to purchase others until they arrive in Normal.

AID TO STUDENTS

To assist worthy students in completing their course of study the Alumni and Faculty have created a Students' Loan Fund, from which students in their senior year may borrow at a low rate of interest a sum not to excede one hundred dollars.

Many students secure employment which enables them to meet their expenses. For such employment address Mr. E. W. Cavins, Miss Lillian Barton, or the president of the Young Men's Christian Association.

TRAIND TEACHERS

Thoroly traind teachers are in demand in all the best schools of Illinois. Many boards of education will employ no others. There is a rapidly increasing demand upon the normal schools for such teachers. To meet this demand more effectivly the Illinois State Normal University maintains a teachers' bureau whose purposes are to secure for its students, free of cost, suitable positions, and to aid school officers in selecting efficient teachers. Students as a rule do not expect employment without a personal visit; it is hoped that the expense of such visit may be avoided unless there is some prospect of employment.

ORGANIZATION OF THE SCHOOL

The two purposes of the normal student are to lern the science of education, and to acquire the art of teaching by practis under intelligent direction. Hence there are two departments of the Normal School, the Normal Department, giving instructions in theory, and the Training Department, where the theories expounded are embodied in practis.

In the Normal Department there are two general lines of study.

1. Special Method, in which the subject matter of each of the various branches is organized with regard to its own inner relations, and also with regard to the interests and aptitudes of the child.

Under this hed the programs of study offer adequate courses in all subjects taught in the elementary schools and high schools of Illinois except in commercial branches.

2. General Method, which governs all lerning and teaching.

This work begins with the careful study of the process of teaching particular lessons as recald from the student's own experience or as observd in the Training School. It then passes to the more formal study of psychology and laws of mental growth. Lastly, it undertakes to unify all the activities of the school by showing their relation to the purpose of education. These three stages are named in this school:

(a.) The study of the Teaching Process.
(b.) The study of Psychology and General Method.
(c.) The Philosophy of Education.

The Training School is in part a model school to exemplify for observation and study the theory of the Normal Department. To this end the training teachers give frequent model lessons or "critiques" as a basis for observation and discussion. The teachers of the various branches in the Normal Department visit the training-school classes in their respectiv subjects to see that their instruction has been effectiv.

Its second function is to test the scholastic acquirements and the personal power of student teachers and to develop in them correct habits in teaching and management. The work required involvs the preparation of lesson plans, class instruction, direction of study periods and the management of a schoolroom under the immediate supervision of expert training teachers.

The Training School embraces a kindergarten of forty children, an elementary school of eight grades containing 320 pupils and a high school of one hundred students. Only teachers of maturity and especial fitness are given an opportunity to teach high-school classes.

The Course of Study in the Training School includes regular work in manual training, sewing, cooking, art, music, physical training and nature study, as well as in the common branches.

THE COURSE OF INSTRUCTION

The Normal School requires for its courses a good degree of maturity and scholarship, quite as much as that attaind by graduates of our best high schools with four-year courses. Accordingly the standard two-year program of the Normal School is pland for students of such preparation. Besides the standard program two other forms of the program are regularly taught to supply the needs of that large body of students whose preparation is not up to the standard named above. In the standard program twenty-six and one-half credits are required for graduation. By a "credit" is ment the amount of work done in a given subject in a term of twelv weeks by a typical student reciting five times per week and carrying four studies. To complete the required program the attendance required of the typical student is six regular terms of twelv weeks and one summer term of six weeks.

PROGRAMS OF STUDY

The three regular undergraduate programs of study are:

1. A Two-Year Program for graduates of accredited high school having the specific qualifications set forth on page 14, and other students of equivalent preparation. The class pursuing this course is known in its first year as Section F.

2. A Three-Year Program for graduates of village high schools, holders of first-grade certificates and others of equivalent preparation. They are known in their first term as Section I.

3. A Four-Year Program for graduates of the rural schools, holders of second-grade certificates and others whose preparation is but little more than a good knowledge of the common branches. They are known in their first term as Section L.

These programs agree in the strictly professional courses required. They differ in the amount of time devoted to the various branches. They are shown in detail on pp. 23, 24, 25.

Special programs are provided for prospective teachers of Agriculture, Art, Manual Training, Domestic Art, Domestic Science, as shown on pages 56, 80, 83, 85, and 88. The regular programs may be varied by electivs shown on page 26 to suit the needs of primary and kindergarten teachers, or high school teachers of special branches.

Students whose preparation and ability are intermediate between the types mentiond above may arrange to take part of their work in one section, part in another according to their needs. No definit time for graduation can be fixt for such students. It is intended that the scholarship attaind before entering the Normal School, or while the Normal Course is in progress, shall be equivalent to that represented by graduation from our best high schools, and to this is added in some form the strictly professional work.

Five years of Latin, three years of German and numerous advanst and special courses are offered as electiv substitutes for many of the regular courses.

The following table exhibits the number of credits in each branch required of regular students in the various programs. Electiv courses are not included. Platform speaking is a general requirement, but is not listed below as a credit.

	2-Year Program	3-Year Program	4-Year Program
Psychology and Pedagogy	5	5	5
Practis Teaching	3	3	3
Mathematics	3	6	8
Physical Science	1	3	4
Biological Science	2	3	4
Sociological Science			
Economics	1	1	1
Geografy	1½	2½	3
Civics and History	2	3	5
Modes of Expression:			
Oral Expression	1½	2½	3½
Grafic Art	1½	2½	2½
Language:			
Grammar and Orthografy	1	2	3½
Rhetoric and Literature	2	3	5
Music	½	½	½
Physical Training	1½	1½	1½
Total	26½	38½	49½

On the following pages are outlined three standard programs. The courses marked with an asterisk (*) are subject to substitution under the rules governing electivs stated on pages 26 and 27.

All classes recite daily in the regular term. In the summer terms of six weeks two recitations per day are held in most subjects, thus enabling the student to complete the regular twelv-week courses.

Attendance at one summer term is provided for in the two-year and three-year programs. Only one study at present is named; it is expected that the student will take some additional electiv study, or, if necessary, make up some deficiency.

Four hours per week of gymnasium practis is required of all first-year students. Students who cannot profitably take this work because of age or physical disability may substitute electivs from the list on page 26.

Thirty minutes per day are devoted at General Exercises to the consideration of topics of interest to prospectiv teachers. All members of the school are expected to attend.

GRADUATION

Candidates for graduation shall at the beginning of the year in September file with the President the program of studies they desire to follow during the senior year. This program must accord with the general daily programs for the various terms and the rules stated on pages 26, 27. If the student desires to make substitutions not provided for by the general rules, his request must be approved by the proper committee of the faculty.

Candidates for graduation may enrol in the senior class after the Fall term provided they lack of graduation fewer than twelv credits.

All candidates for graduation shall write an acceptable thesis upon some educational theme. The subject shall be reported to the head of the proper department not later than October 20. The thesis shall be completed and handed in at the beginning of the Spring term.

Students who lack no more than two credits of completing the course of study may graduate in June and receiv their diplomas upon the completion of their work in the ensuing summer term.

Candidates for graduation should see that all conditions and deficiences are removed by the end of the eighth week of the Spring term.

THE SUMMER SESSION

The Normal School provides two Summer terms of six weeks each for activ teachers and for students who wish to continue their studies during the summer. The programs consist chiefly of the regular courses in the various subjects. The daily program is so arranged that the student recites twice per day in the same subject, thus completing a regular twelv-week course in six weeks. The primary and grammar grades of the training school are in session, affording model lessons for observation and discussion and opportunity for practis teaching. Especial prominence is given to music, drawing, construction work, modeling, manual training, and the household arts, to the natural sciences, to the common branches as outlined in the Illinois State Course of Study and to the special courses required in the examination for state teachers' certificates. Credit is given for all satisfactory work and recorded on the books of the Institution. A special summer-school announcement is issued in March.

The large attendance of the summer school, (1571 in the summer of 1910) makes it possible to provide excursions, concerts, lectures, and other forms of instruction and entertainment scarcely possible at institutions of limited attendance or less fortunately adapted to summer study.

CALENDAR FOR 1911–12

The school year of forty-eight weeks is divided into three terms of twelv weeks each, and two summer terms of six weeks each.

Summer Session, 1911

Monday, June 12—First Term begins.
Monday, July 24—Second Term begins.
Wednesday, August 30—Second Term ends.

Fall Term, 1911

Monday, September 4—Opening of Training School.
Monday, September 11—Fall Term begins.
Friday, December 1—Fall Term ends.

Winter Term, 1911-12

Monday, December 4—Winter Term begins.
Wednesday, December 20—Semi-annual Meeting of the Board of Education.
Wednesday, December 20—Annual Contest of Literary Societies.
Thursday, December 21—Recess of two weeks.
Thursday, January 4, 1912—Winter Term resumes.
Saturday, February 17—Founders' Day Celebration.
Saturday, February 24—Annual Contest in Oratory.
Friday, March 8—End of Winter Term.
Vacation of nine days.

Spring Term, 1912

Monday, March 18—Spring Term begins.
Wednesday, June 5—Annual Meeting of the Board of Education.
Thursday, June 6—Annual Commencement Exercises.

Summer Session, 1912

Monday, June 10—First Summer Term begins.
Monday, July 22—Second Summer Term begins.
Wednesday, August 28—Second Summer Term ends.
Monday, September 9—Beginning of Fall Term of year 1912-13.

GRADUATE COURSES

The demand for teachers who shall combine the thoro training of the normal school with broader scholarship than the regular normal course affords has led the State Board of Education to establish a Teachers' College as a department of the State Normal University. Only graduates of state normal schools will be admitted to this department. A professional degree, Bachelor of Education, will be conferd upon students who complete two years' work in this graduate department. The courses offerd are intended for prospectiv principals, superintendents, primary supervisors, critic teachers, high school teachers and special teachers of art, manual training and household economy. The program outlined includes one-year courses in each of the following: History of Education, Advanced Psychology and Ethics, School Administration and Teaching of classes of high school grade, Higher Mathematics, Physics, Chemistry, Zoology, Botany, Physiology and Hygiene, Sociology and Advanced Economics, European History, American History, History of the English Language and of English Literature, Advanced Latin, Geografy and Physiografy, English Literature (2 years), Drawing, Manual Training (2 years), Household Economy (2 years). Eight of the twenty two year-courses are required for a degree.

During the year 1911–12 the graduate courses offerd are in History of Education, Psychology and Ethics, Higher Mathematics, Chemistry, Physics, Botany, Sociology and Economics, American History, European History, Geografy and Physiografy, Literature, History of the English Language, Drawing, Manual Training, Domestic Art, and Domestic Science.

The twenty-two courses named above are arranged in various electiv groups usually of three or four courses. Candidates for a degree must select some major subject and take the courses in that subject together with the auxiliary courses groupt with it. One of the three courses in Psychology and Ethics, History of Education, or School Administration must be included. The remainder of the eight courses are electiv.

Four of the eight courses required for the degree may be taken in any reputable college or university, the other four must be taken in residence at Normal.

Three-eighths of the graduate work required for a degree may be done in absence. Students desiring to pursue graduate studies in absence are required to work under the direction of the faculty of the Normal University and to report for examination on the first day of some term or at such other date as may be agreed upon.

A portion of the graduate courses are taught each summer.

THE TWO-YEAR PROGRAM

78 Weeks

FIRST YEAR

Fall	Winter	Spring
Teaching Process	Psychology 2	General Method
*Arithmetic 1 or 2	*Geografy 4 or 5	*Algebra 1
Grammar 1 or	Physiology 4	*Botany 7 or 10
Biology 6 or 12	Reading 4	Grammar 1
{ Music 1 or 2	Physical Training	*Geografy 2 (6 wks.)
{ Drawing 2 or 3		*Reading Method (6 wks.)
Physical Training		Physical Training

Summer Term

Economics
Any electiv study

SECOND YEAR

*Science of Discourse	School Management	Principles of Education
*Physical Science	*Geometry 2 or 1	*Literature 4
{ History of Art	Constitutional History	*Modern History 7
{ Color	Teaching	Teaching
Teaching		

Spelling and writing are required of all students found deficient in these branches.

Electivs chosen from the list on page 26 may be taken insted of the stard courses.

THE THREE-YEAR PROGRAM

110 Weeks

FIRST YEAR

Fall	Winter	Spring
Arithmetic 2	Arithmetic 1	Algebra 2
Grammar 2	*Grammar 3 (6 wks.)	Science of Discourse
Geografy 1 or 3	*Geografy 2 (6 wks.)	*Music 1 or 2
*Reading 2	Teaching Process 1	*Drawing 1
Physical Training	U. S. History 1	*Botany 5, 7, or 10
†Spelling or Writing	Physical Training	Physical Training

Summer Term

Orthografy
Reading Method
Any electiv

SECOND YEAR

Algebra 3	Geometry 1	*Geometry 2
Psychology 2	General Method	Teaching
Reading 3	Drawing 2 and 3	Drawing 4 and 5
Zoology 3 or	Physiology 4	Civics 4
Botany 6		

THIRD YEAR

Economics 1	*School Management	Principles of Education
Physics 2	Chemistry 1	
*Literature 2	Teaching	*Physics 3
Teaching	*Geografy 4, 5, or 6,	*Modern History 8
		*Shakspere

No pupil may omit both Literature 2 and Shakspere.
†Spelling and writing are to be taken only if student is deficient.
Electivs may be chosen from the list on page 26.

THE FOUR-YEAR PROGRAM

144 Weeks

FIRST YEAR

Fall	Winter	Spring
*Mensuration 3	Percentage (6 wks.)	Arithmetic 1
U. S. History 1	*Bookkeeping (6 wks.)	Teaching Process
Nature Study 1	*Reading 1	Geografy 1
*Orthografy	Elementary Physics 1	Nature Study 2
Spelling	Music 1 or 2	Physical Training
Writing	*Drawing 1	
Physical Training	Physical Training	

SECOND YEAR

Algebra 4	Algebra 5	Algebra 6
Zoology 3	Physiology 4	Botany 5
Grammar 4	Grammar 5	Grammar 6 (6 wks.)
Geografy 3	Reading 2	Reading Method (6 wks.)
		Psychology 2

THIRD YEAR

Geometry 3 or 1	*Geometry 4 or 2	Geometry 5 or
Rhetoric 2	Literature 1	Economics 1
Civics 4	*Drawing 2 and 3	Reading 3
General Method	Teaching	*Geografy 4, 5, or 6
		*Drawing 4 and 5

FOURTH YEAR

*Literature 2	School Management	Principles of Education
*Ancient History 6	*Medieval History 7	*Modern History 8
Physics 2	Physics 3	Chemistry 1
Teaching	Teaching	*Shakspere 3

Spelling, writing and English composition are to be taken if the student is found deficient.

If three terms be devoted to Geometry, Economics may be taken in a summer term.

The following table exhibits the electivs that may be substituted for the stard courses in the various programs subject to the conditions stated on pp. 23 and 24.

Electivs are of two ranks. Group A are regular Teachers' College Courses and may be elected only by seniors in the Normal Department. Group B may be elected by any normal students qualified to pursue them with profit.

FALL	WINTER	SPRING
B	B	B
Kindergarten	Kindergarten	Kindergarten
Astronomy	History of Illinois	Advanced U. S. History
Bench Work	Bench Work	Bench work
Mechanical Drawing	Mechanical Drawing	Mechanical Drawing
Primary Music	Primary Methods	Rural Sociology
Primary Handwork	Intermediate Handwork	Advanced Construction
Domestic Science	Domestic Science	Domestic Science
Domestic Art	Domestic Art	Domestic Art
Latin Method	Chemistry 2	Chemistry 2
Latin 1	Cæsar Method	Cicero Method
Cæsar 4	Latin 2	Cæsar 3
Cicero 7	Cæsar 5	Cicero 6
Vergil 10	Ovid 8	Vergil 9
Latin Composition 15	Livy 11	Horace 12
German 1	Latin-Eng. Etymolgy 16	German 3
German 7	German 2	German 9
Entomology	German 8	Advanced Nature Study 7
Physics 8 and 9	Literature Method	Chemistry 9
History of Education 6	Physics 8 and 9	History of the English Language
Agriculture 1	Agriculture 2	Agriculture 3
Agriculture 4	Agriculture 5	Agriculture 6
A	A	A
Advanced Psychology	Educational Psychology	Ethics
History of Education 7	History of Education 7	History of Education
College Algebra	Trigonometry	Analytical Geometry
Chemistry 3 or 4	Chemistry 5	Chemistry 6
Physics 5	Physics 6	Physics 7
Botany 8	Biology 9	Botany 10
Sociology	Advanced Economics	Esthetics
Geografy of Eurasia	Geografy Method	Advanced Physiografy
American Poetry	English Drama	Industrial History
English History 8	American History 9	The Novel
Design	Painting	American History 10

RULES RELATING TO CHOICE OF STUDIES

A student, as a rule, is expected to follow the regular program for the section to which he belongs. If it is thought advizable he may be permitted to make any credit by a longer or shorter course than is provided in his program.

Variations from the regular program are permitted to special students and to others if there be special need of such change.

All individual programs involving substitutions must be approved by the president.

Students who have become irregular in their programs, or who contemplate taking electivs, should, while arranging their individual curricula, study carefully the daily programs on pages 32-35. All irregular programs should be approved by the faculty committee on student programs.

Substitutions of electiv studies must be made according to some regular plan to fit the student for teaching in particular grades, or in special high school subjects.

No substitution can be allowd for the common branches unless the student gives satisfactory evidence of proficiency in such branches. In doutful cases an examination may be required.

No substitution for any of the natural sciences of the three-year program can be allowd unless the student's previous study in the omitted branch is equal to the requirements for admission to Section F. as shown on page 14.

For the electiv courses in Latin Method, full credits are allowd. For one year's work in Latin or German one credit is allowd; for two years' work, three credits.

No credit is given for a single term in cooking or sewing; for two terms one credit is given; for three terms three credits.

No credit is allowd for less than one hundred twenty hours of bench work.

If a student fails to keep pace with his class in any study he may be transferd to a lower section in such study, or be required to drop such study.

If a student fails to carry a study after continuing thru half the term he is required to repeat that study at the earliest opportunity.

If a student fails to complete a course in which his work is of good quality, he should complete such course in the next term in which he is in attendance and the course offerd. Otherwise the entire course is to be repeated at the earliest opportunity.

If a student fails in a majority of his studies for two consecutiv terms, he shall not be permitted to continue his work until one year has elapst. This rule may be suspended in the case of any student by a majority vote of the faculty.

Because of the value of platform speaking to the teacher, one platform exercise each month is required from all students in regular classes provided for this purpose. When a fair degree of proficiency has been attaind, students may be excused from further class work upon their pledge to do an equal amount of work in some one of the literary societies.

Inasmuch as the teacher's own example is likely to be the most potent influence in determining the quality of the pupil's reading, penmanship, and English style, all students notably deficient in clear and accurate expression, spelling, punctuation, idiom or division into paragrafs, will be required to take additional work in spelling or English composition until such deficiency is removed. Similarly students may be required to take additional courses in reading or penmanship. Correction of such deficiencies must receiv erly attention in the course.

HIGH SCHOOL DEPARTMENT

The act of the State Legislature creating Township Scholarships in the state normal schools for the benefit of graduates of the eighth grade obliges these insititutions to provide academic courses for such holders of these scholarships as do not intend to become teachers, and also for such as are looking to teaching but are still too young to enter upon the regular normal programs.

Accordingly this institution has re-establisht the high school that was discontinued in 1895.

Tuition is free to all holders of township scholarships.

Other students of suitable age, character, and preparation may be admitted upon payment of tuition at the rate of twelv dollars per term, or four dollars per study where partial work is taken.

The high school students are seated in a separate study hall in charge of a principal and two teachers who devote their entire time to the instruction and care of these high school students and to the supervision of their work. In some subjects, they recite with the regular normal students. In most subjects they recite in sparate classes in which the character and quantity of the work is specifically adapted to their needs.

On pages 29, 30 four programs of study are outlined; one with Latin and German for such students as expect to enter college, another, designd especially for girls, giving a large place tohous ehold economy, a manual training program, and an agricultural program. Each of these programs may be modified by the substitution of other branches. Physical training and music must be taken at some time during the first three years. Monthly rhetorical exercises are required of all tudents.

It is the intention to develop this department into a model high school. While the value of liberal culture and the demands of citizenship will receiv due recognition in the arrangment of its courses, it is proposed to meet the growing demand that the high school course shall prove directly servisable in preparing for high efficiency in useful occupations. Accordingly there are arranged four chief programs each four years in length, differing in the prominence given to particular groups of studies, and looking respectivly toward the speaking and writing professions, medicin and agriculture, engineering and the bilding trades, and the household arts. A commercial course will be added.

New teachers will be employd as the attendance increases, and all the facilities of the institution will be at the disposal of this department. A new bilding will be redy in 1912.

Preparatory Class. For students not less than sixteen years of age who desire to enter the normal department, but are deficient in scholarship, are maintaind preparatory classes in the common branches. Students less than sixteen years old who are deficient in the common branches are required to enter the proper classes in the grammar grades of the Model School.

Household Economics Program

Fall	*Winter*	*Spring*
Cooking	Cooking	Cooking
	Study of foods	Serving
English 1	English 2	English 3
Algebra	Algebra	Algebra
Drawing 1	Elementary Physics	Physical Geografy
Sewing	Sewing	Dressmaking
English 4	English 5	English 6
Zoology	Physiology	Botany
Drawing 2	Drawing 3	Drawing 4
Gymnastics	Gymnastics	Gymnastics
Dressmaking	Textils	Millinery
Costume Designing	Home Decoration	Music
Geometry	Geometry	Arithmetic
English 7	English 8	Economics
Marketing	Invalid Cooking	Home Management
Physics	Physics	Physics
Adv. U. S. History	Commercial Geografy	Industrial History
English 10	English 11	English 12

Manual Training Program

Fall	*Winter*	*Spring*
Bench Work	Bench Work	Bench Work
Drawing 1	Elementary Physics	Physical Geografy
Algebra	Algebra	Algebra
English 1	English 2	English 3
Mechanical Drawing	Mechanical Drawing	Drawing 2
Mechanics' Arithmetic	Bookkeeping	Bench Work
Zoology	Physiology	Botany
English 4	English 5	English 6
Bench Work	Bench Work	Bench Work
Geometry	Geometry	Geometry
Drawing 3	Color 4	History of Art 5
Music	Gymnastics	Economics
English History	U. S. History	
Design	Applied Design	Applied Design
Physics	Physics	Physics
Civics	Commerical Geografy	Industrial History
English 7	English 8	English 9

Latin and German Program

Fall	*Winter*	*Spring*
Latin 1	Latin 2	Cæsar 3
English 1	English 2	English 3
Algebra 1	Algebra 2	Algebra 3
Drawing	Elementary Physics	Physical Geografy
Cæsar 4	Cæsar 5	Cicero 6
English 4	English 5	English 6
Greek History	Roman History	Civics
Zoology	Physiology	Botany
Cicero 7	Ovid 8	Vergil 9
English 7	English 8	English 9
German 1	German 2	German 3
Geometry 1	Geometry 2	Geometry 3
Vergil 10	Horace	Livy
German 4	German 5	German 6
English 10	English 11	English 12
Physics	Physics	Economics

Agricultural Science Program

Fall	*Winter*	*Spring*
Domestic Animals	Animal Production	Orchard & Garden
Algebra	Algebra	Algebra
English 1	English 2	English 3
Manual Training	Elementary Physics	Physical Geografy
Farm Crops	Soil Physics	Crop Production
Zoology	Physiology	Botany
English 4	English 5	English 6
Mechanical Drawing	Farm Arithmetic	Manual Training
	Gymnastics	Music
Soil Fertility	Farm Book Keeping	Animal Improvement
Geometry	Geometry	Civics
English 7	English 8	English 9
Commercial Geografy	Chemistry	Chemistry
Cement Construction	The Farmsted	Farm Machinery
Chemistry	Physics	Physics
Commercial Geografy	United States History	Industrial History
Physics	Shakspere	Rural Sociology

The Agricultural Science in the foregoing program is in strict accordance with the program for agricultural high schools recommended by the Illinois Educational Commission.

It is expected that the strictly agricultural work shall occupy about one-fourth of the time of the student, and that it shall be taught from a vocational standpoint to prospectiv or probable farmers.

Practically the entire range of farm affairs are covered by this course, and it is believd that a good basis will be establisht for intelligent reading by the young farmer. The normal university farm is not used for experiment to discover new agricultural truth, but for demonstration of good farming methods, of the effects of fertilizers and rotations, of proper selection and treatment of seed, of modes of cultivation, of the proper care of live stock, and other details of farm practis. With the facilities and equipment at the command of the State Normal University, it is believd that the proper material, curriculum, and method of an agricultural high school can be workt out.

The other studies in the agricultural program are chosen with regard to their value to the farmer-citizen. They comprise natural science, government, and such studies in English as will lead to fair skill in the use of the mother tung and to an appreciation of the best literature.

In all the foregoing programs, English is a required daily study during from nine to twelv terms. In all these courses there is some written composition, certain masterpieces to be studied, and red in the class and certain other books to be red at home. While lessons in composition are scheduled with the literature, composition is in no sense to be esteemd as more closely related to literature than to every other subject. Composition is necessary in every subject, and every subject must contribute to the pupil's power to organize his thought and give it fit expression.

Spelling, Writing, Gymnastics, and Vocal Music are to be taken with all programs. Monthly practis in platform speaking is provided for all high school students.

The English courses are as follows:

1. Rhetoric and Composition 4 days—Treasure Island 1 day. Supplementary—Pilgrim's Progress, Robinson Crusoe, Aldrich's Story of a Bad Boy.

2. Rhetoric and Composition 3 days. Cranford, 2 days.

Supplementary—Snowbound, Franklin's Autobiography, Wild Animals I have Known.

3. Rhetoric and Composition 2 days. Sohrab and Rustum, Wordsworth's The Brothers, and Hart's Leap Well.

Supplementary—Sarah Orne Jewett's The White Heron and Other Tales or Country Byways. Parkman's Oregon Trail, Little Women.

4. Silas Marner, Lowell's The Present Crisis, Commemoration Ode, Selected Poems from the Bigelow Papers

Supplementary—Ivanhoe, Travels with a Donkey, Faerie Queen.

5. The Idylls of the King (3), Lincoln's Inaugurals and Speeches, Sir Roger de Coverly Papers or Irving's Sketch Book.

Supplementary—Muir's Our National Parks, Uncle Tom's Cabin.

6. Emerson's Self-Reliance, Books, Behavior, Selected Poems from R. and E. B. Browning. 4 days. Composition 1 day.

Supplementary—The Man Without a Country, Thoreau's Wild Apple, Higginson's Outdoor Papers, Agnes Repplier's Books of famous verse.

7. Golden Treasury, Bk. IV and Michael (Wordsworth, Shelley, Keats) Washington's Farewell Address, and Webster's First Bunker Hill Address, or Burke's on Conciliation.

Supplementary—Marjorie Daw, Mosses from an Old Manse.

8. Golden Treasure, Books II and III (Dryden, Collins, Gray, Cowper, Burns,) Carlyle's Essays on Burns.

Supplementary—M. Arnold's Selected Poems, Erckmann-Chatrian, The Conscript.

9. Julius Caesar (Reviewd), Thackeray's Pendennis.

Supplementary—The Merchant of Venice, Rab and his Friends, The Raven, The Rise of Silas Lapham.

10. Macbeth, David Copperfield.

Supplementary—Midsummer Night's Dream, The Piper, King Lear.

11. As You Like it, L'Allegro, Il Penseroso, Comus.

Supplementary—Essays of Elia, Henry Esmond, Middlemarch.

12. History of English Literature, with parallel reading. Wendell's English Composition.

Program for First Term June 12—July 21, 1911

8:10—8:55	9:00—9:45	10:20—11:10	11:15—12:00	1:40—2:25	2:30—3:15	3:20—4:05	4:10—5:00
General Method	Teaching Process	Teaching Process	Psychology 2	General Method	Teaching Process	Teaching Process	Psychology
Principles of Ed.	Educ. Psychology	School Manage't	Hist. of Educa.	Prin. of Educ.	Educ. Psychology	School Manage't	Hist. of Educ.
Rural Schools	Rural Schools	Agriculture	Adv. Algebra	Rural Schools	Rural Schools	Rural Sciology	Adv. Algebra
Arith. Method	Arith. Method	Arith. Method	Arith. Meth.	Arith. Method	Arith. Method	Arithmetic Meth.	Arithmetic Meth.
Mensuration	Mensuration	Mensuration	Percentage	Mensuration	Mensuration	Percentage	Percentage
Physics 2	Plane Geometry	Begin. Algebra	College Algebra	Physics 2	Plane Geometry	Begin. Algebra	College Algebra
Physics 2	Physics 2	Physics 3	Physics 3	Physics 2	Physics 2	Physics 3	Intermed. Lang.
Advanced Physics	Adv. Physics	El. Physics 2	El. Physics	Adv. Physics	Adv. Physics	El. Physics 2	El. Physics
Chemistry 1	Chemistry 1	Chemistry 2	Chemistry	Intermed. History	Chemistry 1	Hist. Eng. Lang.	Chemistry 2
Entomology	Entomology	Zoology 5	Zoology 5	Zoology 6	Zoology 6	Botany 4	Botany 4
Botany 3	Botany 3	Prin. of Geografy	Nature Study	Physiology	Physiology	Intermed. Geog.	Nature Study
Adv. Physiografy	Geografy Method	N. Amer. Geog.	Physical Geog.	Adv. Physiografy	Geografy Method	N. Amer. Geog.	Phys. Geog.
English History	Adv. U. S. History	U. S. History 1	Medieval History	English History	Adv. U. S. History	U. S. History 1	Medieval History
Civil Government	Grammar 3	History of Illinois	Economics	Civil Government	History of Illinois	Civics of Illinois	Economics
Adv. German	Begin. German	First Year Latin	Grammar 2	Adv. German	Begin. German	First Year Latin	Grammar 2
Grammar 2	Grammar 1	Grammar 2	Grammar 1	Grammar 2	Grammar 1	Grammar 2	Grammar 1
Intermed. Lang.	El. Rhetoric	Grammar 3	Orthografy	Reading 2	El. Rhetoric	Reading Method	Public Speaking
Poetry—Novel	Literature 2	Advanst Rhetoric	Reading 1	Poetry—Novel	Literature 2	Adv. Rhetoric	Orthografy
History of Lit.	Reading 1	Literature Meth.	Amer. Poetry	Hist of Lit.	Reading Method	Literature Method	American Poetry
Phonics	Penmanship		Music Elements	Music Method	Reading 1	Adv. Music	Music Elements
Pri. Handwork	Design	Interme. Handwk.	Clay Modeling	Primary Handwk.	Primary Handwk.	Primary Handwk.	Adv. Construction
Bookkeeping	Bench Work	Bench Work	Bench Work	Man. Tr. Organ.	Mech. Drawing	Mech. Drawing	
Primary Drawing	Freehand Persp.	Dark and Light	Color	Primary Drawing	Freehand Persp.	Light and Shade	Color
Household Sci. 1	Household Sci. 1	Household Sci. 2	Household Sci. 2	Household Sci. 1	Household Sci. 1	Household Sci. 2	Household Sci. 2
Garment Making	Garment Making	Sewing	Sewing	Garment Making	Garment Making	Sewing	Sewing
Gymnastics	Gymnastics	Horticulture	Horticulture	Floriculture	Floriculture	Playground Super.	Gymnastics
	1st Primary	1st Primary	1st Primary	Picture Study	1st Prim. Discus.	1st Prim. Discus.	1st Prim. Discus.
	2d Primary	2d Primary	2d Primary		2d Prim. Discus.	2d Prim. Discus.	2d Prim. Discus.
	Practis Teaching	Practis Teaching	Practis Teaching	Practis Teaching	Practis Teaching	Practice Teaching	

Program of Second Term, July 24—August 30, 1911

8:10–8:55	9:00–9:45	10:20–11:05	11:10–12:00	1:40–2:25	2:30–3:15	3:20–4:05	4:10–5:00
Civics	History of Illinois	Pedagogy	U. S. History	Civics	Civics of Illinois	Pedagogy	U. S. History
Physics 3	Physics 3	Zoology	Zoology	Botany	Botany	Physics 3	Physics 3
Mensuration	Arith. Method	Adv. Algebra	Geometry 2	Percentage	Arith. Method	Adv. Algebra	Geometry 2
Geografy 3	Geografy 5	Shakspere	English Poetry	Geografy 3	Geografy 5	Shakspere	English Poetry
Rhetoric	Grammar 2	Phonics	Reading 1	Rhetoric	Grammar 2	Reading 2	Reading 1
Drawing	Handwork	Ancient History	Caesar	Drawing	Design	Ancient History	Caesar
Physiology	Physiology	Grammar 3	Color	Benchwork	Benchwork	Benchwork	Applied Design
Mechan. Drawing	Primary Observ.	Primary Observ.		Reading Method	PrimaryMethod	Primary Method	
		Cooking	Cooking			Cooking	Cooking

Fall Term Program, September 11, 1911

8:10–8:55	9:05–9:50	10:35–11:25	11:35–12:20	1:30–2:20	2:30–3:20	3:30–4:20
Hist. of Ed. 7	Arithmetic 1	Teaching Process	Arith. 1	Teach. Process	Primary Meth.	Critiques
Psychology 2	Teaching Process	Rural Schools	Gen. Method	Psychology 2	College Algebra	Physics 2
Rural Sociology	Adv. Psychology 8	Geometry 1	Hist. of Ed. 6	Mensuration	Physics 2	Chemistry 1
Mensuration 3	Astronomy	Algebra 4	Arith. 2	Algebra 2	Chemistry 1	Botany 6
Geometry 3	Percentage 4	Mensuration	Physics 5	Physical Sci.	Botany 6	Amer. Poetry
Arithmetic 2	Advanced Algebra 3	Physics 5	Chemistry 3	Nat. Study	Nature Study	Spelling
Physics 2	Physics 2	Chemistry 3	Nat. Study	Agriculture 1	Agriculture 1	Debates
Chemistry 4	Chemistry 4	Zoology 3	Agriculture 4	Geografy 6	Geografy 3	Music 2
Entomology	Zoology 3	Agriculture 4	Geografy 1	Civics 3	History of Ill.	Gymnastics 1 A
Geografy 3	Entomology	Geografy 1	Anc. History	Economics	Sociology	Games
U. S. History L	U. S. History L	English History	U. S. Hist. L	Latin 1	Grammar 2	Kind. Theory
Economics	Civics 4	English History 9	Latin 1	Literature 2	Sci. of Dis.	
Latin Prose 15	European Hist. 12	Latin Method	German 7	Grammar 4	Bookkeeping	
German 1	Vergil 10	Caesar 4	Grammar 1	Rhetoric	Reading 2	
Grammar 1	Cicero 7	Literature 2	Sci. of Dis.	Writing	Music 1	
Reading 1	Grammar 2	Reading Meth.	Orthografy	Reading 2	History of Art	
Color	Primary Music	Design	Reading 3	Drawing 2	Benchwork	
Drawing 2	Costume Design	Shopwork	Drawing 3	Bookbinding	Dom. Art 4	
Mechanical Drawing	Mechan. Drawing	Domestic Sci. 4	Primary Hndw.	Benchwork	Gymnastics 1	
Domestic Art 1	Domestic Art 1	Gymnastics 1	Man. Tr. Organ.	Domestic Art 4	Kind. Theory	
Domestic Science 1	Domestic Science 1	Orthografy	Domes. Sci. 4	Gymnastics 1		
Physiol—Women	Gymnastics 1	Kindergarten	Gymnastics 3			
Spelling	Orthografy		Kindergarten			
	Kindergarten					

Winter Term, 1911-12

8:10-8:55	9:05-9:50	10:35-11:25	11:35-12:20	1:30-2:20	2:30-3:20	3:30-4:20
Hist. of Ed. 7	Psychology	School Admin.	School Admin.	Gen. Method	Teach. Process	Critiques
Educ. Psychol.	Arithmetic 1	Rural Schools	Rural Sociol.	Teaching Process	Psychology	Primary Meth.
Geometry 2	Algebra 5	Arith. 1	Geometry 4	Psychology	Geometry 1	Plant Physiol.
Percentage 4	Mensuration	Algebra 3	Arithmetic 2	Trigonometry	Physics 3	El. Physics
Mensuration	Physics 3	Physics 6	Physics 6	Percentage	Chemistry 1	Eng. Drama
Physics 3	Chemistry 5	Chemistry 2	Chemistry 2	Physics 3	Plant Physiol	Spelling
Chemistry 5	Biology 13	Biology 11	Geografy 2	Chemistry 1	Agriculture 2	Music 2
Zoology 4	Agriculture 5	El. Physics L	U. S. History L	El. Physics	Geografy 4	Gymnastics
El. Physics	Geografy Method	Com. Geografy	Civics 3	Agriculture 2	Med. History	Kindergarten
Agriculture 5	Geografy 1	Hist. of Ill.	Lit. Method	Geografy 4	U. S. History 10	
Com. Geografy	Hist. of Illinois	Adv. Economics	Grammar 3	Const. History	Horace	
U. S. Hist. H	U. S. Hist. H.	Latin 2	Composition	Europ. Hist. 13	German 2	
Ovid 8	Caesar Meth.	Shakspere	Orthografy	Latin 16	Poetry—Novel	
Grammar 1	Caesar 5	Grammar 2	Reading 4	German 2	Grammar 5	
Special English	German 8	Reading 1	Reading 1	Grammar 5	Sci. of Dis.	
Bookkeeping	Orthografy	Drawing 1	Esthetics	Rhetoric	Reading 4	
Reading 2	Reading 1	Inter. Handw.	Primary Hndw.	Writing	Music 1	
Primary Music	Drawing 3	Shop Work	Shop Work	Reading 4	Applied Design	
Hist. of Art	Drawing 1	Embroidery	Dom. Art 5	Drawing 2	Furniture	
Home Decoration	Mechan. Drawing	Dom. Sci. 5	Dom. Sci. 1	Furniture	Gymnastics	
Mechan. Drawing	Domes. Art 2	Dom. Sci. 1	Gymnastics 2	Gymnastics 1	Kindergarten	
Dom. Art 2	Domes. Sci. 2	Physiol. Women	Physiol—Men			
Dom. Sci. 2	Gymnastics 2	Gymnastics 2	Kindergarten			
Physiol—Women	Physiol. 7a	Kindergarten				
	Kindergarten					

Spring Term, 1912

8:10–8:55	9:05–9:50	10:35–11:25	11:35–12:20	1:30–2:20	2:30–3:20	3:30–4:20
Hist. of Ed. 7	Ethics	Gen. Method	Prin. of Ed.	Teaching Process	Gen. Method	Critiques
Geometry 2	Psychology	Psychology	Rural Schools	Prin. of Ed.	Teaching Process	Hist. of Ed. 6
Geometry 5	Rural Sociol.	Arithmetic 1	Algebra 6	Algebra 4	Primary Method	Biology 14
Mensuration	Analytics	Percentage	Percentage	El. Physics	Arithmetic 1	Biology 10
Physics 7	Algebra 1	Mensuration	Physics 3	Chemistry 1	Arithmetic 2	Industrial Hist.
Chemistry 2	Algebra 2	Physics 3	Chemistry 6	Adv. Nat. Study	Chemistry 1	Spelling
Botany 5	Physics 7	Chemistry 6	Agriculture 1	Agriculture 4	Biology 14	Debates
Nat. Study 2	Chemistry 2	Agriculture 1	Geografy 2	Geografy 3	Nature Study 1	Music 2
Agriculture 8	Botany 5	Geografy 1	Hist. of Ill.	U. S. Hist. L.	Agriculture 4	Gym. Method
Geografy 1	Nat. Study 2	Civics 4	U. S. Hist. 11	Cicero Meth.	Adv. Physiog.	Games
Modern Hist.	Geografy 6	Livy	Economics	German 9	Civics 3	Kind. Theory
U. S. Hist. H	U. S. History L	Grammar 2	Cicero 6	The Novel	Europ. Hist. 14	
Vergil 9	History of Ill.	Sci. of Dis.	Hist. of Lit.	Grammar 6	Economics	
German 3	Caesar 3	Orthografy	Grammar 3	Rhetoric	Literature 4	
Grammar 1	Shakspere	Reading 3	Sci. of Dis.	Writing	Bookkeeping	
Reading 1	Grammar 4	Drawing 2	Spelling	Reading Meth.	Music 1	
Primary Music	Reading 2	Applied Design	Read. Method	Pub. Speaking	Color	
Drawing 1	Drawing 3	Benchwork	Art Organiza.	Hist. of Art	Lathe Work	
Mechan. Drawing	Painting	Machine Dr.	Drawing 1	Prim. Handwk.	Dom. Art 6	
Adv. Handw.	Mechan. Drawing	Dom. Sci. 3	Bench Work	Lathe Work	Gymnastics 2	
Domestic Art 3	Adv. Handwork	Gymnastics 3	Machine Dr.	Dom. Art 6	Kind. Theory	
Dom. Science 6	Dom. Art 3	El. Physiology	Dom. Science 3	Physiol. Women		
Special English	Dom. Sci. 6	Kindergarten	Gymnastics 1	Gymnastics 3		
Vegetable Gard.	Gymnastics 3		Kindergarten			
	Kindergarten					
	Vegetable Gard.					

STATEMENTS OF COURSES IN DEPARTMENTS

GENERAL PEDAGOGY

COURSE ONE

The Teaching Process

Place and Purpose.—This is the first of the required courses in general pedagogy. It is an introduction to the nature and aims of the school and some of its chief problems. It centers attention upon the lesson experience as the vital core and the actual organizing center for most details of the school process. It then considers those conditions, processes, and principles by which a lesson experience is made to yield educativ results. But its results are not mesured by memorizing principles and educational dogmas or by citing authoritativ opinions regarding the matters delt with. Rather its results are mesured by power to think the educativ significance of the lesson experience, and to understand how the nature and needs of the child and the nature of the subject-matter determin the selection of means and methods by which the lesson process may be successfully guided; and further, what conditions are necessary to a successful lesson experience and how these conditions can be secured and maintaind. The course aims still further to create enthusiastic interest in and love for teaching.

Methods and Means.—Carefully pland observation-studies give the objectiv concrete basis for study. From twelv to sixteen hours of the sixty in the course are given to this work. Subjectiv concrete data are drawn from memory of experiences as lerner and (when student has taught) as teacher. The main sources are supplemented by informational matter from textbook, library readings, and class discussions. So far as time permits, each student makes an intensiv study of some limited problem, or presents a review of some especial stimulating book adapted to this stage of the course. Among these special topics are brief biografies of some of the great teachers, and some of the opposit kind, which are drawn mostly from Dickens' s stories. Every term.

The textbook used is Colgrove's *The Teacher and The School.* Many books are used in the library. Those drawn upon most are—

Hinsdale's *Art of Study*
McMurry's *How to Study, and Teaching How to Study.*
Earhart's *Teaching Children How to Study.*
McMurry's *Method of the Recitation.*
Bagley's *Educative Process.*
Salisbury's *Theory of Teaching.*
Bryan's *Basis of Practical Teaching.*
Roark's *Method in Education.*
Keith's *Elementary Education.*
White's *Art of Teaching.*

COURSE TWO

Elements of Psychology

The primary purpose of this course is to learn the conditions, processes, and laws of mental development. Thus is laid the knowledge foundation for intelligent attack upon the problems of teaching. In addition to the five recitation periods two laboratory periods per week of the same length are required. The hours for laboratory work are arranged by consultation with the instructor. Fall, winter, spring, and first summer term.

Text: James's *Psychology*, and Seashore's *Elementary Experiments in Psychology.*

COURSE THREE

General Method

The aim of this course is to derive methods of instruction from an examination of educational aims and materials and from psychological principles. The order of development is as follows: Aim of education; materials of education; stages of mental development and their appropriate stimuli; the psychological and pedagogical aspects of habit; the relation of thought to expression; the recitation and methods of preparation by teacher and pupil. Fall, winter, spring, and first summer terms.

Texts: Keith's *Elementary Education;* McMurry's *Method of the Recitation;* Charters' *Methods of Teaching.*

COURSE FOUR

Principles of Education

The ultimate principle of education found in the nature of life. Definition of education, its aim and agencies. Education as intellectual, moral, and physical; derivation of educational principles and maxims. Spencer's *Education*, Bagley's *The Educativ Process*, are the text books. This course investigates the significance of the theory of evolution in education; Education as adjustment, the theory of recapitulation, effort and interest, work and play, problems of adolescence and the general laws of mental growth. Spring term, first summer term.

COURSE FIVE

1. School Organization, Supervision and Managment

(a) The nature of institutional life in general. (b) The fundamental law of the school. (c) The logical evolution of the school thru its fundamental law. (d) The school at work under the law of its constitution. (e) The social and ethical training in the working of the school. (f) A detaild discussion of the problems of school supervision. Textbooks: Tompkins's *Philosophy of School Management*, Shaw's *School Hygiene.*

2. The School System of Illinois Its historical development, its defects. School law as embodied in statutes and judicial decisions.

Winter term, first summer term.

COURSE SIX

History of Education

An elementary course covering the period from the Renaissance to the present. The main European and American influences which have formd our present theories of education and school systems, elementary and secondary, are studied, and in this connection selections from the educational writings of Comenius, Locke, Rousseau, Pestalozzi, Herbert, Froebel, Herbert Spencer and Horace Mann are red. Fall term, spring term, first summer term.

COURSE SEVEN (FOR GRADUATE STUDENTS)

The History of Education

This course covers an entire year. The term includes a survey of ancient, oriental, and medieval education. The second term includes the changes from the Renaissance to Pestalozzi. The third term is occupied with educational developments of the nineteenth century.

The aim of the course is to enable the teacher to get his educational bearings, to lern of the development of educational ideals, and of the influences that have shaped the course of study and determind educational practis.

Textbook: Monroe. The course includes copious references to the leading educational writers of each period. The library is well supplied with necessary material.

COURSE EIGHT (FOR GRADUATE STUDENTS)

Advanced Psychology. This course continues the study of psychology from the point where Course Two ended. The time will be mainly occupied by a study of instincts, the feelings and emotions, memory, reasoning and the self,—topics which were either treated briefly or omitted in Course Two. Fall term.

Texts: Angell's *Psychology*, Titchener's *Feeling and Attention*, and library reading.

COURSE NINE (FOR GRADUATE AND UNDERGRADUATE STUDENTS)

Educational Psychology

The purpose of this is to study the psychological processes in lerning and teaching; to give present or prospectiv teachers skill in identifying these processes in education and in determining whether psychological considerations can suggest improvements. Course Two or its equivalent must have been completed before beginning this course. The readings will be in various textbooks. Winter term, and first summer term.

COURSE TEN

Ethics

This course aims to reveal the factors and processes in the moral genesis of the individual. It also gives attention to the evolution of ethical ideas and conduct in the race and to some of the more significant phases of criminal development, its characteristics, causes, prevention, and remedies. Spring term. Text: Dewey and Tufts.

COUNTRY SCHOOLS

The following courses are provided to meet the increasing interest in the special problems of the rural school. In 1911–12 they will be in charge of Miss Mabel Carney.

COURSE ELEVEN

Organization of the School

A course for beginners dealing with the problems and management of country schools and with rural social forces. In addition to the ordinary topics in school and class management, the course will consider the physical and social improvement of country schools, the country school course of study, the local leadership of the country teacher.

The work will consist of the reading and discussion of bulletins, institute procedings, agricultural periodicals, and recent books dealing with the problems of the rural school and of rural life.

Fall, winter, spring, and first summer terms.

COURSE TWELV

Rural School Methods

A discussion of modes of teaching the primary and intermediate work of the country school with special reference to country school conditions. The Illinois State Course of Study will be closely followd.

Fall, winter, and spring terms.

COURSE THIRTEEN

Rural Sociology

This course will analyze briefly the present rural social status and discuss the chief factors in rural social progress. Current periodical literature, bulletins, reports, and pamflets will be used extensivly for reference and individual reports will be required. The following topics and others will receive special study: rural isolation and its effects; the social status of farmers; cityward movements of farm population; the improvement of farm home life; means of rural communication; rural education and country school improvements; agricultural education; farm organizations; the country church; current agricultural questions; the new country life, and the social ideal for agriculture.

This course is intended especially for teachers of some experience, who desire to fit themselvs for our best country communities.

Texts—Kern's *Country School*, Butterfield's *Rural Progress*.

MATHEMATICS

ARITHMETIC

COURSE ONE

METHOD IN ARITHMETIC FOR THE FIRST SIX SCHOOL YEARS (12 WEEKS)

The Purpose.—To arrive at the logical order of number knowledge, to derive its processes from simple counting, and to develop and illustrate the principles and methods of instructions in the primary and intermediate grades, with observation and analysis of work in the Training School. The Illinois State Course of Study forms the basis of the work. Text: Cook and Cropsey.

This course is required of all students. Graduates of approved high schools need take no other course. Students with partial high school courses or with some experience in teaching grammar grades should take as prerequisit Course 2. Students without high school training or its equivalent should take as preparatories Courses 3 and 4, insted of Course 2. All terms.

COURSE TWO

PERCENTAGE AND MENSURATION (12 WEEKS)

The purpose of this course is to arrive experimentally at modes of mesuring areas and volumes, the processes of evolution, and the laws of similar figures, and to inform the student as to the conditions that obtain in carpeting, papering, land and lumber mesure, the mesurement of hights and distances, and in practical problems in commercial applications of percentage. It includes all the topics of the seventh and eighth years of the State Course of Study. All terms. Text: Cook and Cropsey.

COURSE THREE

INDUCTIV GEOMETRY AND MENSURATION (12 WEEKS)

The principal truths of plane and solid geometry are developt experimentally and applied to practical problems in mensuration. This course is intended for students who have never studied geometry. All terms. Text: Eighth Year Arithmetic. Felmley.

COURSE FOUR

PERCENTAGE AND BUSINESS ARITHMETIC (12 WEEKS)

The cases of percentage as related to fractions and integers, profit and loss, commission, stocks, interest, insurance, banking and exchange, compound interest and annuities. The course is devoted mainly to teaching the usages of the commercial world in these subjects. All terms. Text: Cook and Cropsey.

BOOKKEEPING

COURSE ONE (SIX WEEKS)

This course has for its aim to prepare teachers for the work in bookkeeping outlined in the State Course of Study.

From a study and comparison of a number of individual accounts —cash, merchandise, and personal—the principles of debit and credit are derived. These principles are then applied to the handling of six or more sets of accounts, beginning with the simplest and including some which require some knowledge of notes and drafts and their use in a system of money exchanges. In connection with the study of a set of accounts, the purpose and form of the day-book and journal, and their combination in the explanatory journal, are lerned. Most of this work is done in the class. Outside of the class pupils use *The Sadler-Rowe Budget System*, which teaches how to prepare many kinds of business papers, as well as how to keep the journal and ledger. Work in the budget is completed to page 53. In the fall and spring terms a longer course is taught. Fall, winter, spring, first summer terms.

ALGEBRA

The function, scope, and logical order of Algebra, its relation to arithmetic, its notation and fundamental ideas. Principles derived inductivly from concrete problems, and afterwards by rigorous deduction from definition. An attempt is made to teach pupils to think clearly and to appreciate the validity of conclusions drawn from given data, Especial attention is paid to the language of algebra, to describing and relating algebraic processes, and to the mode of developing the more difficult topics. Some attention is paid to the principles of the equivalency of equations and systems of equations, and the methods of solution are based on the proofs of these principles. The graf is used to illustrate the meaning of the equations. The work includes quadratics, series and logarithms, and is offerd in three forms. An additional electiv course is offerd in Higher Algebra.

COURSE ONE

Taylor's Elements of Algebra

Prerequisit: A strong high school course in Algebra equal to the requirement of the best colleges. Spring term.

COURSE TWO

Taylor's Elements of Algebra, Chapters I-XV

Positiv and negativ numbers, the fundamental operations of integral literal expressions, factoring, highest common factor and lowest common multiple, fractions and fractional equations, systems of linear equations. Fall, spring, and first summer terms.

COURSE THREE

Chapters XVI-XXXIII

Evolution, surds, imaginary and complex number, quadratics, irrational equations, higher equations, inequalities, proportion, theory of exponents, series, binomial theorem and logarithms. Fall, winter, and both summer terms.

Courses 2 and 3 are for students who have had only a partial course in algebra. Together they count as the equal of Course 1.

COURSE FOUR

Taylor's Elements of Algebra. Chapters I-X

Positiv and negativ numbers. The fundamental operations in integral literal expressions, linear equations in one unknown, factoring. Fall and winter terms.

COURSE FIVE

Chapters XI-XX

Highest common factor and lowest common multiple, fractions and fractional equations, systems of linear equations, evolution, irrational numbers and surds, imaginary and complex numbers, quadratics in one unknown. Winter term.

COURSE SIX

Chapters XXI-XXXIII

Irrational equations, higher equations, inequalities, proportions, theory of exponents, indeterminate equations, series, binomial theorem, and logarithms. Spring term.

Courses 4, 5 and 6 are for students who have not studied Algebra. They count as the equivalent of Course 1.

COLLEGE ALGEBRA (FOR GRADUATE STUDENTS)

This course covers the following topics. Undetermind coefficients, the binomial theorem, logarithms, exponential and logarithmic series, permutations and combinations, probabilities, continued fractions, the summation of series, the general theory of equations, the solution of higher equations, and the elements of determinants. Prerequisit: Course 1, 3, or 6. Fall term.

GEOMETRY

These courses cover the ordinary high school work in plane, solid, and spherical geometry. An attempt is made to teach the subjects so that the student will realize the value and meaning of its principles. The logic of geometry is approacht by gradual steps and the first few propositions are developt syllogistically. In this way the habit and form of reasoning are establisht. The student is expected to work his way relying on his own power of reasoning, and not on mere memory work. More than one-third of the time is devoted to original demonstrations. Free use is made of supplementary problems and propositions. Considerable attention is given to theorems and notions of fundamental importance in the structure of the subject as well as to those of practical utility. Historical notes are not omitted and modern developments of the subject receive some attention. Three main ends are kept in view. To acquire the essential facts of the subject as properties of space in which we live, to equip the student with the forms of deductiv reasoning, and to make the study a drill in precise thinking and accurate perspicuous expression.

Courses 1 and 2 are for students that have had previously strong courses in geometry. Students following the two-year program should take Course 2 unless they have previously completed a thoro course in solid geometry. Courses 2, 4 and 5 are for students who wish to go more slowly over the work. All of plane geometry is required of all students. Text: Phillips & Fisher, complete edition.

COURSE ONE

Fundamental conceptions and definitions, theorems in parallels, equality of triangles, parallelograms, the circle, proportion, similar figures, area of polygons. Books I–IV. Fall, winter and first summer terms.

COURSE TWO

Regular polygons, measurement of the circle, lines and planes in space, diedral and polyedral angles, polyedrons. The cylinder, cone, and sphere. Books V–IX. Winter, spring, and second summer terms.

COURSE THREE

Fundamental conceptions and definitions, theorems in parallels, equality of triangles, parallelograms, the circle, proportion, and a part of the work on similar figures. Books I and II and three-fourths of Book III. Fall term.

COURSE FOUR

The remainder of Book III, the areas of polygons, regular polygons, the mesurement of the circle, lines and planes in space, diedral and polyedral angles. Books IV–VI. Winter term.

COURSE FIVE

The study of polyedrons, regular polyedrons. The cylinder, cone, and sphere. Books V–IX. Spring term.

TRIGONOMETRY

(For Graduate Students)

This course includes the theory of trigonometry both in the plane and on the sphere, as well as the ordinary applications in surveying and astronomy. Prerequisits: Plane and solid geometry, algebra Winter term only. Text: Phillips and Strong, with tables.

ANALYTICAL GEOMETRY

(For Graduate Students)

This course covers the ordinary analytical methods of investigation, the general properties of conics, and a brief course in the analytical geometry of three dimensions. Prerequisits: Trigonometry and algebra. Spring term only. Text: Ashton.

ELEMENTARY ASTRONOMY

This course is intended to give students such an insight into the organization of the solar system and the problems of astronomy as will enable them to read an almanac, and teach mathematical geografy intelligently. As far as is possible, numerical facts are derived mathematically, from the original data. A good deal of observation work is required. Wider reading on assignd topics is also a feature of the work. Text: Todd's *Elements*.

PHYSICS

COURSE ONE

Elements of Physical Science.

The purpose of this course is three-fold: 1. To lead the student into the habit of observing and studying carefully the elements of physical science as applied in every-day life; 2. To equip him for efficient work in the teaching of nature study in the physical world in the graded or ungraded schools; 3. To furnish him with clearer conceptions of those physical principles which underlie the study of geografy, physiology, botany, and zoology.

All students who have not taken a course in physics are required to take this course as a prerequisite to all work in geografy, or biological science.

The course covers in a simple way but with much experimental work, the following topics: Elementary meteorology with daily non-instrumental observation thruout the term and instrumental observation for one month, the physical principles involvd in such wether study; study of lighting systems of the past and present; study of heating systems of the past and present; study of primitiv water supply and present systems for home supply; soil physics; ventilation; sanitation of home and school surroundings.

The experimental work deals with evaporation, condensation, air weight, air pressure, air currents, temperature mesurements, combustion and oxidation, diffusion of heat, percolation of soil water, composition (soil and volatil matter) of common fuels, distillation of crude petroleum, etc. About one-half of the experimental work is done by the class and the rest as demonstrations. Very complete and systematic notes are required and both subject matter and form and composition are daily criticized by the teacher.

In general, the work of this course is largely determind by the phenomena which daily confront the student. Winter and spring terms.

Text-book: *The Elements of Physical Science.* Barber.

COURSES TWO AND THREE

Physics. (3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours). Course 2, fall, winter and first summer term; Course 3, winter, spring and summer terms.

This is a two-term course in physics required of all candidates for graduation who have not taken a one-year laboratory course in physics accredited at the University of Illinois, or its equivalent. Considerable attention is given to the application of physics to daily life; principles are developt out of a study of familiar phenomena. The laboratory work is followd not as an end in itself but as a further means of securing clear conceptions of the principles and phenomena

under consideration. So far as is possible, each new unit of subject matter is attackt simultaneously in the three ways; by experiment, by class demonstration, and by use of the text book. By lesson unit is ment such a group of closely related facts as may be coverd in two or three days or a week.

Course 2 covers the mechanics of solid, liquids, gases and heat.

Course 3 covers magnetism, electricity, sound and light.

Prerequisit: Algebra and geometry and Course 1 or its equivalent.

Text-books for Courses 2 and 3: *First Course in Physics*, Millikan and Gale. *Laboratory Exercises in Physics*, Twiss. Other recent high school texts for reference.

COURSE FOUR

Method in Physical Science for the Elementary Schools

This course is the only course in physical science required of graduates of four-year high schools who have taken accredited courses in physics and chemistry. The purpose of the course is to bild up a course in nature study in the physical world. It contemplates the following ends:

(a) The discovery of the pedagogical basis for the study of physical science in the elementary school.

(b) The consideration of a course of study involving the physical sciences in their relation to daily life.

(c) Occasional observation of work in the Training School.

Prerequisit: High school physics and chemistry. Fall term.

Text-book: *The Elements of Physical Science.* Barber.

GRADUATE COURSES

In the following courses the emphasis is placed upon the application of the principles in daily life rather than upon an academic treatment of the principles themselves. It is intended that these courses shall produce resourceful high school teachers, therefore every effort is made to keep close to high school methods and high school materials.

COURSE FIVE

Mechanics and Sound.

(3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours). Fall term.

Prerequisit: High-school physics and trigonometry.

Texts: *Mechanics, Molecular Physics, and Heat,*—Millikan. *Electricity, Sound and Light,*—Millikan and Mills.

COURSE SIX

Magnetism and Electricity.

(3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours.) Winter term.

Texts: *Fimbie's Elements of Electricity for Technical Students, Measurements in Magnetism, and Electricity,*—Hoadley.

COURSE SEVEN

Heat and Light.

(3 hours per week recitation, 4 hours per week laboratory work, counting as 5 hours.) Spring term.

Prerequisits: High school physics and trigonometry.

Texts are same as for Course 5.

COURSE EIGHT

Laboratory Assistant

Method in Physics and Chemistry for the high school. (10 hours per week, counting as 5 hours.) Any term.

This course deals with both the theoretical and the practical questions arising in the management of an elementary course in physics or chemistry. The course contemplates the following ends, on the side of—

Theory: 1 Purpose of a high school course in physics or chemistry.
2 Method of presentation of subject matter.
3 The problem of securing profitable notebook work.
4 The most profitable work in the poorly equipt laboratory.

Practis: 1 Designing, making, and testing simple apparatus for the laboratory.
2 Laboratory assistant in Courses 2 or 3, or Course 1 or 2 in chemistry.
3 Helping to care for note books.

Prerequisits: Courses 2 and 3 and Courses 1 and 2 in Chemistry. Two courses may count as one term of teaching.

Text-book: *The Teaching of Physics and Chemistry in Secondary Schools,*—Smith and Hall.

COURSE NINE

Apparatus Construction and Physical Manipulation

The work of this course will in part be done in the Manual Training Department. It consists in the designing and construction of new apparatus; in the repair of old apparatus; and in lerning such processes as purifying mercury, care of primary and storage batteries, silvering mirrors, metallic plating, glass working, metal working, and fotography.

Prerequisits: 1 credit of bench work, 1 credit of mechanical drawing, several courses in physics and chemistry.

CHEMISTRY

COURSE ONE A

ELEMENTARY CHEMISTRY. For fourth year students in the High School Department. (3 hours per week recitation, 4 hours per week laboratory.) Spring term.

Text: *First Principles of Chemistry.* Brownlee and others. Also laboratory manual by the same authors.

COURSE ONE

GENERAL CHEMISTRY. (3 hours per week recitation, 4 hours per week laboratory.) Fall, winter, spring, and first summer terms.

This course in chemistry is required of all candidates for graduation who have not taken a course in high school chemistry accredited at the University of Illinois or its equivalent. It is an intensiv study of underlying principles and laws with extensiv application to the chemistry of daily life. The course includes text and laboratory work both qualitativ and quantitativ, covering oxygen, hydrogen, water, nitrogen, air, ventilation, chlorin, acids, bases, salts, carbon, combustion of fuels, and milk.

Prerequisit: Physics 2 or its equivalent.

Text: Newell's *Descriptive Chemistry, and* Newell's *Experimental Chemistry.*

COURSE TWO

GENERAL CHEMISTRY. (3 hours per recitation, 4 hours per week laboratory.) Winter, spring and first summer terms.

This is a continuation of Course 1. The study of the non-metals and the metals is completed.

Prerequisit: Course 1 or its equivalent.

Texts: Same as for Course 1.

GRADUATE COURSES

COURSE THREE

QUALITATIV ANALYSIS. (9 hours per week laboratory, 1 hour per week recitation.) Fall term.

This course is intended for students who expect to teach chemistry in high schools; it may be modified to the needs of those expecting to teach agriculture. It includes the separation and identification of the common metals, also the identification of the acid radicals. After the student has attaind some skill in analysis such substances as solder, brass, rocks, and soils may be analyzed. The detection of metals in cand goods may be also undertaken by those desiring such work.

Prerequisit: Chemistry 1 and 2 or their equivalent.

Text: *Qualitativ Analysis,*—Bailey and Cady, supplemented by other works.

COURSE FOUR

CHEMISTRY OF FOODS AND FOOD ADULTERATIONS. (2 hours recitation and 6 hours laboratory per week.) Required of all second year students in Domestic Science. Fall term.

This is a study of the carbon compounds with reference to foods. The work includes a study of the nitrogenous and non-nitrogenous foods, the chemistry of plant growth, of digestion and nutrition, and of fermentation, the composition of animal bodies, the rational feeding of men and a careful study of the cereals, vegetables, fruits, and meats. The first half of the laboratory course is devoted to the separation, identification, and properties of the food principles, the second half to the detection of food adulterants and chemical preservativs. Labels on food packages are studied.

Text: *Chemistry of Plant and Animal Life*,—Snyder. Laboratory Manuals, *Food and Nutritution*, Bevier and Usher. *Detection of Common Food Adulterants*,—Bruce.

Prerequisit: Chemistry 1 and 2 or equivalent.

COURSE FIVE

INDUSTRIAL AND HOUSEHOLD CHEMISTRY. (3 hours recitation and 4 hours laboratory per week. Winter term.

This course aims to give an understanding of the applications of Chemistry to the industries, the farm and the household, that the prospectiv teacher may enrich his teaching with practical applications. It includes the study of fuels, water, the manufacture of the common acids, bases, soda, soap, lime, cement, paints, sugar, starch, glucose, alcohol, paper, and commercial fibers.

The laboratory work is quantitativ and for both men and women includes the proximate analysis of coals and illuminating gas together with the determination of heat values of the same by calorimeter. This is followd, for men, by a study of the problems of soil fertility. For women, the study of fuels is followd by calorific tests of the food principles and determination of nitrogen in various foods.

Text: Thorp's *Industrial Chemistry* and publications from Experiment Stations and U. S. Department of Agriculture. Laboratory Manual—*Quantitative Analysis.*—Lincoln and Walton. Prerequisit: Chemistry 1, 2 and 3 or 4.

COURSE SIX

SANITARY CHEMISTRY. (3 hours recitation and 4 hours laboratory per week.) Spring term.

A study of air, water, and foods from a sanitary standpoint, and the principles of cleaning, fumigating, and disinfecting the home, the ventilation of private and public bildings, air analysis, sanitary water analysis, analysis of milk, milk products, and cereals.

Text: *Air, Water, and Food*,—Richards and Woodman, and Government publications.

Prerequisit: Chemistry 1, 2, 3, or 4, and 5.

BIOLOGY

Selection of Courses

Students pursuing the four-year program who are preparing to teach nature study and physiology in the elementary school should take Courses 1, 2, 3, 5, 8, and 9. Students who are pursuing this program who are preparing to teach biology in the high school should take Courses 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, and as many graduate courses as possible.

Students pursuing the three-year program who are preparing to teach nature study and physiology in the elementary school should take Courses 3, 5, 7, and 9. Students pursuing this program who are preparing to teach biology in the high school should take Courses 3, 4, 5, 6, 9, 10, and as many graduate courses as possible.

Students pursuing the two-year program who are preparing to teach physiology and nature study in the elementary school should take at least Courses 7 and 8. Students pursuing this program who are preparing to teach biology in the high school should take at least Courses 3, 4, 5, or 6, and as many graduate courses as possible.

COURSE ONE

Agricultural Nature-Study: Fall Aspect

The work is based largely on the life found on the campus, in the school garden, and in the greenhouse. Emfasis is placed on economic relations. Study of insects in relation to trees, herbs, and shrubs on the campus, to garden plants and fruit trees, and to the home. Friends and foes are distinguisht and methods of combating pests are studied. Other subject matter is the following: Plant propagation; flowers; pollination, seed forming; corn breeding; common fungi and fungous diseases of plants; weeds in relation to cultivated plants; plant products; simple experiments in soil chemistry; identification of common trees and birds. A carefully corrected notebook composed of compositions and some drawings forms an important part. Individual essays are written on assignd topics. Fall term.

COURSE TWO

Agricultural Nature-Study: Spring Aspect

Essentially supplementary to Course 1, but also open to students entering in the winter or spring terms for the first time. This course completes the year of elementary science required of all students in the first yearof the four-year course. The general plan is the same as in Course 1. Much of the work is based directly upon the school garden. It includes germination tests and studies; transplanting and grafting; growth of plants with simple experiments in physics of soil; experimental plots with commercial fertilizers; rotation of crops; experimental plots of oats, wheat, potatoes, etc.; small fruits and their enemies; trees and birds continued. Composition work as in Course 1. Spring term.

COURSE THREE

Invertebrate Zoology

This is a general elementary course in elementary zoology designd to meet, in part, the needs of those who are preparing to teach zoology in high school or nature study in the elementary school. Animals from each of the groups of invertebrates which are represented in our local fauna are studied with special reference to their economic relations. The work consists of field and laboratory studies of living animals; microscopic study of protozoa; lectures; text and library assignments. Stress is laid on the evidences of evolution and the adaptations of animals to their modes of life. Notes and drawings are kept. Fall and both summer terms.

Text:—Linville and Kelley's *Text-book in General Zoology.*

COURSE FOUR

Vertebrate Zoology

This is a general elementary course in vertebrate zoology designd particularly for those who are preparing to teach zoology in the high school. It deals with the classification, anatomy, physiology, evolution, and economic relations of vertebrate animals. The work consists of experiments on living animals; dissections; study of museum specimens; field study of birds and other animals, lectures, text and library assignments. Special emfasis is laid on the habits and economic relations of birds and on evolution of the animal kingdom. Notes and drawings are kept. Winter and first summer term.

Text:—Same as in Course 3.

COURSE FIVE

Phanerogamic Botany

This is a general elementary course in botany dealing with the so cald flowering plants and seed plants. It is designd to meet, in part, the needs of those who are preparing to teach botany in the high school or nature study in the grade school. It deals with elements of morphology, physiology, classification, and ecology of seed plants. The work consist of laboratory experiments and observations with notes and drawings, field trips, text and library assignments. Chief topics: the relations of the plant to soil, air, and light; the relations of the flowers to insects; the processes of photosynthesis, respiration, transpiration, food storage, and digestion. Spring and both summer terms.

Text:—*A text-book in Botany,*—Coulter, and Gray's *New Manual of Botany.*

COURSE SIX

Cryptogamic Botany

This is a general elementary course in botany dealing with the socald non-flowering or seedless plants. A study is made of representativ lower forms establishing an evolutionary sequence from the algae to the seed plants and the evolution of the plant kingdom is discust. Special emfasis is placed on the economic forms, viz: the yeasts, molds, bacteria, and parasitic fungi. Numerous experiments are made with cultures of bacteria and simple bacteriological methods are demonstrated. This course is designd for those preparing to teach botany in the high school and for those taking the special courses in houshold economics. Fall and first summer term.

Text:—*A text-book of Botany*,—Coulter, and *Bacteria, Yeasts, and Mold in the Home.*—Conn.

COURSE SEVEN

Nature Study: Method and Materials

For students who have completed high school courses in biology, and desire to prepare for teaching nature study in the grades. In addition to the study of the material outlined in Courses 1 and 2, it includes a survey of the educational bearings of the subject with extensiv readings; plans for school gardens and the working out of such plans in the local garden. Spring and summer terms. Text:—*Practical Nature-Study*,—Coulter and Patterson.

COURSE EIGHT

Experimental Agriculture and Practis Teaching

For advanced students. Individual experiments in agriculture, horticulture, and floriculture; supervision of children in class garden work; direction of the work in individual plots; inspection of the home gardens of some of the children; organization and discussion of a program in agriculture for the upper grades in rural and village schools; collection of material that will be of value in working out lessons in agriculture; prescribed readings. Records of experiments are kept and filed with the department. Prerequisit: Course 1 or 2 or 7.

COURSE NINE

The Human Body

The anatomy, physiology, and hygiene of the human body are considerd from the biological standpoint. The organs and their functions are considerd together. The last three weeks are devoted to sanitation and hygiene and involv considerable library work, no single text being used for this purpose. Prerequisits: Elementary Physics and Zoology. Fall, winter, and spring terms for women only. A winter term class for men only. Summer term classes include both sexes.

COURSE NINE A

A similar course, without prerequisit of elementary physics and zoology, offerd to permit rural school graduates to attain minimum qualification for second grade certificates: not recommended for students whose time will permit fuller preparation. No credit allowed for graduation. Winter and spring terms. Text: *Physiology and Hygiene*,—Fitz.

COURSE TEN

Taxonomic Biology

This course includes a study of the trees and shrubs of the campus and nearby plats of nativ forest: of the birds that may be seen here during the term; of the decorativ plants grown in the school garden, green-house and local nurseries; and of the wild flowering plants of the local flora, all largely from the taxonomic point of view. However, the relativ value, uses, and characteristics of the different shade trees, shrubs and flowers and the economic relations of birds receiv due attention. There are over one hundred species of trees and shrubs on the campus and over one hundred species of birds are quite common in the vicinity during the spring term and almost every variety of decorativ plant grown in this climate may be found in the school garden, on the campus or in the local nurseries. Familiarity with all these and with the local wild flora constitutes a fund of information which should prove very valuable to the teacher of high school biology or of nature study.

Birds and plants will be studied on alternate days so that students who can not take the whole course may take either part of the course as a minor counting for one half credit. Spring term.

Texts: Gray's *New Manual of Botany* and Reed's *Land and Song Birds*.

COURSE ELEVEN

Biology Method

This course consists of lectures and assignd readings on the method of instruction in biology. It includes the consideration of the educational values of biology; the outlining of course of study in botany, in zoology and in physiology; the details of laboratory management, the construction of simple apparatus, and the collection and preservation of materials. Two hours per week. One-half credit. Winter term.

Text: Students are askt to buy and read Ganong's *Teaching Botanist*, altho it will not be used as a text.

GRADUATE COURSES IN ZOOLOGY

COURSE TWELV

Economic Entomology

Three double laboratory periods, one lecture, and one recitation per week. Fall term 1911.

This course consists of an intensiv study of the economic insects. The work includes the collection, mounting, and classification of specimens of both useful and harmful insects; the working out of the life history of as many as possible; and a consideration of means of combating the harmful and of aiding the useful ones.

Text:—Folsom's *Entomology*.

Prerequisit:— Course 3 or equivalent.

COURSE THIRTEEN

Animal Evolution

5 hours per week. Winter term, 1911-12

This course includes a consideration of the history and development of the doctrin of evolution; the various factors of evolution such as natural selection, variation, mutation, heredity; and the origin and nature of tropisms, instincts, and intelligence as exhibited among the lower animals. Numerous library assignments on the current discussions of the various phases of evolution in the scientific journals.

Text: *Evolution and Animal Life*,—Jordan and Kellogg.

Prerequisit: Courses 3 and 4 or their equivalent.

COURSE FOURTEEN

Animal Morphology and Physiology

Three double laboratory periods, 1 lecture, and 1 recitation per week. Spring term, 1912.

This course consists of an intensiv study representing most of the larger groups of the animal kingdom. The morphology and physiology of each animal taken up is studied in detail and the embryology of one vertebrate is studied. Histological studies of the principal organs of some vertebrate will be made including the making of permanent microscope slides which will become the property of the students.

Text: *Practical Zoology*,—Parker and Parker.

GRADUATE COURSES IN BOTANY

COURSE FIFTEEN

Plant Morphology

Two double laboratory periods, 1 lecture, and 1 recitation per week. Fall term 1912–13 and each alternate year thereafter.

This course consists of a detaild study of representative types from each of the four great groups of the plant kingdom all from the morphological point of view. Plants are selected for study which illustrate all the various methods of reproduction and which constitute a complete evolutionary series. The laboratory work includes some training in histological methods and the students are allowd to prepare for themselvs permanent microscope slides of such material studied as will be of value to a high school teacher.

Text: *Text Book of Botany*. Vol. I. Coulter, Barnes, Cowles.

Prerequisit: Courses 5 and 6 or equivalent.

COURSE SIXTEEN

Plant Physiology

Three double laboratory periods, one lecture and one recitation per week. Winter term.

This course consists of a detaild study of the various physiological processes of plants, such as nutrition, growth, and movement. The plant cell as the unit of function is studied in much detail and the influence of external stimuli on plants and the relation of plants to soil and other environmental conditions are topics which receiv attention. Permission is given the students to make for themselvs permanent microscope slides showing sections of the principal organs of the typical higher plants.

Text: *Text Book of Botany*, Coulter, Barnes, and Cowles. Vol. I.

Prerequisit: Courses 5 and 6 or their equivalent.

COURSE SEVENTEEN

Plant Ecology

Thee double periods for laboratory and field work, 1 lecture and one quiz per week. Spring term 1913.

This course includes the consideration of the ecological factors which control the distribution of plants. the principles of plant associations and the characteristics of typical plant formations. The work involvs a considerable amount of field work and the solving of simple ecological problems by the different members by the class.

AGRICULTURE

The aim of these courses is to prepare teachers of agriculture to serv as principals of consolidated rural schools or as special teachers of this subject in high schools with an agricultural constituency. Along with these should be taken courses in country school management, rural sociology, and in the natural sciences. It is now recognized that the education of the country child should include certain elements not present in our ordinary school curriculum, and normal schools are now providing special courses for teachers of country schools. Two teachers for this special field will be added to the faculty for 1911–12. The university farm of ninety-five acres will be used for demonstration and experiments. The six courses following include all topics recommended for high school courses in agriculture by the State Educational Commission.

COURSE ONE

Farm Animals and Farm Crops.

The anatomy, types, breeds, feeding, grooming, care, and diseases of horses, cattle, swine, sheep, and poultry. Practis in judging for market, and in the identification of breeds. Varieties of wheat and oats; grading for market; wheat cultivation; corn judging; storage of grain. Methods of harvesting; costs, actual and possible yields; prices. Legumes and grasses, botanical relations. Weeds, study of twenty-five, their modes of propagation and life habits. Fungus and insect enemies of the apple. Fall and summer terms.

Literature.—*Types and Breeds of Farm Animals*—Plumb; *Breeders' Gazette;* Hoard's *Dairyman; Bulletins Agricultural Experiment Station* University of Illinois, Numbers 78, 122, 129, 97. *The Cereals of America*—Hunt; *The Book of Corn*—Myrick; *Grasses and Clovers, Field Roots, Forage and Fodder Plants*—Shaw.

COURSE TWO

Animal Production and Soil Physics.

Poultry.—The poultry house, winter laying, the incubator.

Cattle.—Composition of milk, tests, nutritiv value, care of milk, cuts of meat, food values, the silo, balanced rations,

Soils—Origin and composition, soil air, soil water, drainage, freezing, puddling, the seed bed, methods of tillage. Winter term.

Literature.—*Milk and its Uses*—Wing; *Feeds and Feeding*—Henry; *Diseases of Farm Animals*—Laws.

COURSE THREE

Field, Garden, and Orchard.

Planting.—Thick and thin seeding of oats, corn, and potatoes.

Cultivation.—Purpose, methods, tools.

Growth.—Root systems, rate of growth, harvesting.

Enemies.—Smut and scab, corn-root aphis, other insects.

Garden.—Plans, planting, the hot bed, and cold frame.

Trees.—Planting, pruning, grafting, spraying.

List and properties of useful plants.—Spring term.

Literature.—*Farmers' Bulletins* Numbers 35, 91-129, 132, 199, 314, 215, 229, 249, U. S. Dept. of Agriculture; *Bulletins* University of Illinois Experiment Station, Numbers 37, 100, 117, 119, 121, 126, 127, and 128, *Circulars* 81, 189, and 117; *Cyclopedia of American Agriculture*, Vol. 1, pp. 320-521; *The Pruning Book*—Bailey; *The Principles of Fruit-Growing*—Bailey; *Garden Making*—Bailey.

COURSE FOUR

Cement Construction: Drainage. Soil Fertility.

Cement.—Proportions, tempering, practical construction.

Drainage.—Location, leveling, water-supply, sanitation.

Soil-Fertility.—Fertilizers, sources, test plots, rotations, conditions of permanent agriculture. Fall term.

Literature.—*Farm Drainage*—Elliot; *Irrigation and Drainage*—King; *Sanitation of the Country House*—Bashore; *Water and Public Health*—Fuertes; *The Chemistry of Life and Health*—Kimmius; *Bacteria in Relation to Country Life, Parts II and III*—Lipman; *Proper Disposal of Sewage Wastes in Rural Districts*—Nelson, Bul. 166, New Jersey Agricultural Experiment Station; *Sewage Disposal on the Farm and Protection of Drinking Water*—T. Smith, Farmers' Bul. 43; *Cyclopedia of American Agriculture*, Vol. 1, pp. 231-307; *Secondary School Agriculture*—Barto; *Soil Fertility and Permanent Agriculture*—Hopkins; *How Crops Feed*—Johnson; *Fertilizers*—Voorhees; *The Fertility of the Land*—Roberts; *Soils*—E. W. Hilgard; *Illinois Bulletin* No. 76, *Alfalfa on Illinois Soil; The Soil*—A. D. Hall.

COURSE FIVE

The Farmsted, Farm Accounts.

Designs for farm grounds, and farm bildings. Equipment of the farm home. System of farm accounts showing items to be reckond and mode of opening, conducting, testing, and closing accounts. Winter term.

Literature.—Text and cards as used at the Minnesota School of Agriculture at St. Anthony Park, Minn. *Country Life in America; Farm Dwellings*—Wing; *The Farmstead*—Roberts.

COURSE SIX

Animal and Plant Improvement. Farm Machinery.

Origin of domesticated races, natural selection, artificial selection, heredity, principles of breeding. Experiments with corn.

Farm Machinery.—Mechanical principles, adjustment, care and operation. The gasoline engine.

Literature.—*Origin of Species*—Darwin. *Domesticated Animals and Plants*—Davenport. *Farm Machinery and Farm Motors*—Davidson & Chase. *Concrete Construction About the Home and on the Farm*—The Atlas Portland Cement Co. *Science of Successful Threshing*—J. L. Chase & Co. Kent's *Mechanical Engineers' Pocketbook.*

GEOGRAFY

COURSE ONE

Elementary Physiografy

The earth as a planet, the atmosphere, the ocean, the land. Treatment topical with emfasis on those parts of most use to the teacher of geografy in the grades. Local field lessons, one Saturday excursion, wether observations, simple experiments, study of topografic maps, etc. give concreteness to the work. The work covers many points of the Fourth-Year Work in State Course of Study; also physical and mathematical geografy of Seventh and Eighth Years. Fall, winter, spring, and first summer terms.

This course or its equivalent is prerequisit to all other courses in the department.

Texts: Dryer's *Lessons in Physical Geografy;* Jackson's *Astronomical Geografy, Physiografy note book.*

COURSE TWO

Human Geografy

Influence of natural conditions on the development of the occupations of man. Topografy and climatic conditions of the earth; vegetation zones as determind by natural conditions: relation to human activity. Typical regions studied; general application to all regions of similar conditions. The course deals mainly with those topics given under the topical outline for the study of a continent in the fifth and seventh years of the State Course of Study. Winter, spring, and first summer term.

For students following the two-year or three-year program.

Texts: Herbertson's *Man and His Work;* Tarr and McMurry's *New Complete Geografy, Second Book;* Longman's *New School Atlas.* (6 weeks.)

COURSE THREE

Type Studies

Covers essentially the same ground as Course 2 with a larger selection of typical regions, and more extensiv library reading.

Fall, spring and both summer terms.

For students of the four-year program.

Texts: Same as Course 2. (12 weeks.)

COURSE FOUR

Geografy of North America

Introductory study of the continent as a whole: detaild study of the United States by physiografic and industrial regions: briefer study of other countries of North America. Natural conditions as influencing industrial development considerd thruout the course.

Extensiv library reading required. Deals with topics of State Course of Study pertaining to North America in the fifth, seventh and eighth years. Winter and first summer term.

This or the following course is chosen by students to complete the work of geografy in either of the regular programs.

Text; *National Geografy Monografs No. 3.* Tarr and McMurry's *New Complete Geografy*, Second book. Carpenter's *North America.* (12 weeks.)

COURSE FIVE

Commercial Geografy

Conditions both natural and artificial, favoring commercial development; study centerd about commodities of wide use as food, clothing, shelter, etc. Commodities of importance in United States given fullest treatment. Most important commodities of each continent considerd. Causal idea in geografy prominent thruout course. Extensiv library reading required. Deals with industrial topics of the fifth, seventh, and eighth years of State Course of Study. Winter and spring terms.

Texts: Robinson's *Commercial Geografy*, Gannett's *Statistical Abstract*, and Longman's *Atlas.* (12 weeks.)

GRADUATE COURSES

The graduate courses in geografy are open to students who have completed the required work of the previous courses, or any of the graduate courses may be substituted for Courses 4 or 5.

COURSE SIX

Geografy of Europe

An introductory study of Eurasia as a land mass with more detaild consideration of the physiografy, climate, vegetation and peoples of Europe. A regional study of the continent dealing with leading countries, their relation to each other, to the United States, and to the rest of the world. Special topics for library study. Fall, and second summer term.

Text: Mill's *International Geografy;* Longman's *New School Atlas.* (12 weeks.)

COURSE SEVEN

Advanced Physiografy

Life history of land forms; study and construction of maps and models; field lessons, meteorology; study and construction of wether maps; oceanografy. Chief topics of Course 1 treated from the standpoint of the teacher with much library reference reading, field and laboratory work. For high school teachers. Spring and first summer term.

Text: Salisbury's *Physiografy.* (12 weeks.)

COURSE EIGHT

Method in Geografy

Scope of geografy as a school study; the basis of a course of study, its orderly development and methods of presentation in the grades and the high school. Detaild work on a limited portion of the course of study by each member of class; preparation of reference lists for collateral reading; observation in training department. For superintendents, principals, and special teachers of geografy. Spring term (12 weeks.)

CORRESPONDENCE COURSES

Two courses in geografy are offerd by correspondence as follows:

1. This course includes most of course six described above. Definit assignments are made for thirty-six written lessons. The successful completion of these lessons gives a major credit for graduate work in geografy. The course may be taken also as undergraduate work.

This course gives the teacher good preparation for teaching the geografy of Europe in any school course. It covers quite fully from the teacher's standpoint the Illinois State Course of Study in Geografy for the seventh year.

2. Eighth Year Geografy. This is a special course designd to aid teachers in activ servis while teaching the eighth year geografy of the Illinois State Course of Study. The course consists of thirty-two written lessons, four lessons on the work of each month as outlined in the State Course of Study, pp. 171-175. Definit assignment is made for each lesson, methods of study are suggested, and suggestions are made with reference to teaching eighth year classes. This course gives the necessary preparation for good teaching of eighth year geografy. A major credit is allowd for the successful completion of the course.

Registration. No tuition is charged but a registration fee of two dollars is to be sent to the President of the Illinois State Normal University. On receipt of registration fee, the assignments for the entire course will be sent. Lessons should be sent in so as to complete the course within one year from date of registration.

Postage. Manuscript must be prepaid as first class mail matter, and each lesson must have enclosed sufficient stamps to return it as first class matter. Lessons will usually be returned within one week after they are receivd.

About fifteen dollars worth of books are required for either course. For further information address Department of Geografy, Normal, Ill.

ECONOMICS, SOCIOLOGY, AND INDUSTRIAL HISTORY

COURSE ONE

Economics

Most high school graduates come to the Normal School without having had any work in economics. This course, consequently, includes an academic treatment of the subject.

Economic Theory. In the main as developt in Seager's Economics, but with more attention to controverted tenets and with constant appeal for illustration to industrial facts of the past and the present. Some of the more difficult steps are taken in the classroom and made clear thru concrete problems before the pertinent portions of the text are red.

Supplementary Reading. Three or four hundred pages upon some one or more topics selected by the student, the topics and the books involvd having been submitted for approval.

The whole course is especially designd to help teachers in handling the industrial and economic phase of the common school branches. The Normal School quarterlies upon the Tariff Question in American History and Our Money History are red and discust. (Fall, spring, and first summer terms.)

COURSE TWO (FOR GRADUATE STUDENTS)

Sociology

This course includes a discussion of the scope of sociology and of its relation to the special social sciences; of the nature of society, of its constituent elements and of the relation between the individual and society, of social evolution from consanguin organization thru the era of the state to internationalism. The more practical phases of the subject receiv attention. The facts pertaining to population form the basis for a discussion of problems of immigration, of rural and of city life. Social questions connected with the family organization, or arising from our system of labor, or from the unequal distribution of welth, and in particular those of special interest to teachers —such as the state's treatment of dependents, defectivs, and delinquents—receiv attention. (Fall term.)

COURSE THREE (FOR GRADUATE STUDENTS)

Advanced Economics

A study of two or three great economic topics and of the questions of the day connected therewith. Two of the topics for the winter of 1911-1912 will probably be American Railway Transportation, and Local and State Taxation in the United States. (Winter term.)

HISTORY AND CIVICS

COURSE ONE

Elementary United States History

In this course the more important political events and the industrial development of the country are studied. The progress of inventions and their influence upon the various industries, the problem of transporation and its economic importance to different parts of the country, the intellectual progress of the people, their advancement in the art of home-making, and their social status at different periods are especially dwelt upon. And effort is made to gain some insight into the method and spirit of historical study. A course of study for the graded schools, the organization of material, and the use of reference books and other aids are discust. All terms. Texts: McMaster and Hart.

COURSE TWO

History of Illinois

In this course is given a survey of the Illinois country and its people down to the present day. Its sources of welth, including the products of the soil, of the mines, and of the factories, the development of its transportation facilities, and the relation of these to its economic conditions, and the progress in social and industrial conditions are dwelt upon. The evolution of its educational system, including the university and normal schools, from the subscription schools of the early days is studied with care. All terms. Text: Smith.

COURSE THREE

Elementary Civics

This course is for the beginners, those who desire to prepare for a county certificate and are not redy to enter upon Courses 4. But brief attention is paid to the historical development of the institutions of civil government. The emfasis is placed mainly upon the making of the Constitution, its provisions with comments thereon, the conditions which cald forth the several provisions, the amendments and the reasons for their adoption. The machinery of civil government receivs more attention than the philosofy. Winter and spring terms. Text: Boynton. No credit.

COURSE FOUR

Advanced Civics

An advanced course in the Civil Government of the United States and of Illinois. In it civil government is considered as a phase of history. The origin and growth of laws and institutions are carefully

studied. As the civil government of the United States has its roots in English history largely, the great struggles between the people and their rulers are noted and the manner in which they influenced the makers of our Constitution is pointed out. The relation of our Constitution to the colonial charters, as well as to the English Constitution, is traced with care.

The rights and duties of the citizen, his relation to the nation, to the States and to the other units of government are considerd as essential topics. The duties which the nation and State owe to the citizen are dwelt upon. And in tracing these mutual relations the machinery of government is studied as are also the effects of its workings as seen in history. Party machinery for nominating and for carrying out its policies is studied. The modifications of the constitution due to the interpretation of the courts are carefully noted. Fall, Spring, and summer terms. Texts: Fiske and Trowbridge.

COURSE FIVE

Constitutional History of the United States

This course deals with the constitutional period of American history and with the development of the fundamental principles of the Constitution. The interdependence of history and civil government is shown and each is studied in the light of the other. Both are regarded as a growth, not as a creation, and the causes which produced this growth at certain times rather than at others are studied with care. The moral obligations of the citizen to seek the reasons upon which the provisions of the Constitution are founded, and to discharge his duties to the government faithfully, even tho it may be at inconvenience to himself, is enlarged upon. And the lerner is helpt to see that the Constitution is the *magna charta* of our liberties, and that without strict obedience to its teachings those liberties are in danger. Winter term. Text: Woodburn and Moran.

COURSE SIX

Ancient History

This course carries the student from the earliest historical period to the invasion of the Roman empire by the northern barbarians. It shows the early peoples coming out of the legendary haze into the sunlight of history, and reveals the contribution made by each toward the civilization of the race. It furthermore show that while nations rise, flourish, and decay, that which is vital in the civilization of any one of them does not die, but enters into the life of another which is prepared to carry it to a higher degree of perfection. The indettedness of the present to the past is thus made clear. Particular attention is given to the ancient republics, and the causes of their rise and fall are carefully noted. The effect of the introduction of Christianity is considerd at length. Fall and second summer term. Text: West's *Ancient World.*

COURSE SEVEN

Medieval History

In this course the following topics are considerd, the origin and development of institutions and the progress of the people receiving the greater emphasis,

The historical point of view, Western Europe before the barbarian invasions, the breakup of the Roman empire, the rise of the papacy, Charlemagne, and the disruption of his empire, feudalism and chivalry, the development of France, England in the Middle Ages, Germany and Italy in the 10th and 11th centuries, conflict between Gregory VII and IV, the Hohenstaufen emperors and the Pope, Mohammedanism, the Turks, the Crusaders, the Medieval church at its hight, heresy and the friars, condition of the people in the country and towns, the culture of the Middle Ages, the Hundred Years' War, Popes and Councils, the Italian cities and the Renaissance, Europe at the opening of the 16th century. Winter term. Text: Robinson's *History of Western Europe.*

COURSE EIGHT

Modern European History

In this course the religious and political revolutions, with the unification of Italy and Germany will receiv most attention. The Lutheran and Calvinistic reformations, the French Revolution, the unsuccessful attempts of 1848, with the influence which each of those movements exerted upon the progress of the people will receiv due consideration.

The following topics will be considerd: Germany before the Protestant revolt, Martin Luther and his revolt against the church, Calvin and Calvinism, course of the revolt in Germany, in Switzerland, in England, the Catholic reformation, the Jesuits, Philip II, the Thirty Years' War, struggles in England for constitutional government, ascendency of France under Louis XIV, rise of Russia and Prussia, Peter the Great, Catherine II of Russia, Frederick the Great, the partition of Poland, expansion of England, eve of the French Revolution, causes leading to the revolution, the revolution, the first French republic, Napoleon Bonaparte, Europe and Napoleon, Europe after the congress of Vienna, influence of the French revolution upon the history of Europe, unsuccessful attempts at revolution in 1848, Louis Napoleon the Franco-Prussian war, unification of Italy, of Germany, the Boer war, the Russo-Japanese war, the present French republic and the church, the Europe of to-day. Spring term. Text: Robinson's *History of Western Europe.*

GRADUATE COURSES

COURSE NINE

English History

This course develops the narrativ of English history from the beginning of the Tudor period to the present. The text is supplemented by extensiv library work on the more important lines of development. The influences of English history upon that of America; England as a sea power and her part as an agent of civilization; the industrial revolution, and the rise of democracy receive especial attention. Text: Cheney's *Short History of England.* This course may be taken independently of the two following.

COURSE TEN

American History

This is an extensiv study of the colonial, revolutionary and critical periods of American history. Emfasis is laid upon the economic, social, and political conditions of colonial life; upon the growth of self government and the lines of development that made separation from England necessary. The course closes with a review of conditions at the beginning of National government. Text: Thwaites, *The Colonies* (Epoch series) Hart; *Formation of the Union.*

COURSE ELEVEN

American History

A study of the development of American civilization during the national period. This course is similar in method to Course 9. Federalist supremacy; Jeffersonian system; rise of national spirit; Jacksonian democracy; development and influence of the West; slavery and abolition; parties and party government; civil war; reconstruction and resulting southern problems; growth of municipalities; railway expansion; rise of corporations and other recent problems will be the most important subjects treated. Text: Hart's *Formation of the Union*, Wilson's *Division and Reunion.*

COURSE TWELV

European History

In this course the end of the political and social conditions of the so-called Middle Ages is briefly considerd, followd by a study of the following: Rise of the states system and the triumph of monarchy; the Renaissance with its multiplicity of interests; the Protestant Reformation, its causes, spred into different countries, and resulting religious wars; Peace of Westphalia with a review of economic, social, and political conditions at the time.

COURSE THIRTEEN

European History 1648-1815

The chief subjects considered are: The era of absolutism with its dynastic wars—Colonization—Industrial evolution. French Revolution and Napoleonic periods.

COURSE FOURTEEN

European History 1815-1900

Review of conditions at Congress of Vienna; economic and social conditions—Metternich's system—revolt and growth of liberal ideals, France under Napoleon III; unification of Italy and Germany; Russia and the Balkans; growth of democracy; situation at the close of the nineteenth century.

Texts used in courses twelv to fourteen are volumes III to VIII of *Periods of European History* edited by Arthur Hassal. (Rivington-McMillan series.)

COURSE FIFTEEN (FOR GRADUATE STUDENTS)

English and American Industrial History

The study of English industrial history is based upon Cheyney's Industrial and Social History and Gibbins's Industry in England. In the field of American industrial history Coman, Bogart, and other authorties are used.

LITERATURE

Four regular courses in literature, of one term each, are given in the Normal Department. In these an effort is made to bring students to a clearer knowledge of the nature of literature and its relations to life, in order that they may determin more intelligently what they should aim at in teaching literature themselvs, what should control their choice of literature to be red with pupils, and how they should handle what they read. To this end there are studied in several courses as many types of literature as time permits.

The common neglect of the artistic aspect of literary forms, the fundamental relation of form whether prose or verse, to the life it embodies and expresses, makes it necessary to give explicit attention to these things. Especially, as far as time permits, study is made of the various elements of poetic expression, and students are expected to get such elementary knowledge of the subject as the handbooks of Gummere, Johnson, and Corson can give them.

COURSE ONE

Poetry and the Novel

Classroom study of the minor epic in Matthew Arnold's *Sohrab and Rustum*, and of the novel in George Eliot's *Silas Marner*. Outside of class a further study is made of narrativ verse, usually Tennyson's *Princess* or the *Idylls of the King*, and of the novel in one of Scott's or Hawthorne's novels. The results of this study are reported in an essay by each member of the class and are discust in class. In 1911–12, *TheHouse of the Seven Gables* and *The Princess*.

Winter and first summer term.

COURSE TWO

Poetry, Essays or Speeches, and the Novel

Narrativ and lyric verse in the volume of selections from Wordsworth made by Matthew Arnold and the great epic in *Paradise Lost* form the basis of the classroom work. The outside work consists of readings from Emerson's *Essays*, *First Series*, or Arnold's *Culture and Anarchy* or*Essays in Criticism* or Carlyle's *Sartor Resartus*, or *Speeches* by Burke or Webster, and a novel by Thackeray or Hawthorne; essays and discussions as in Course 1. In 1911–12 Hawthorne's *Scarlet Letter*.

Fall and first summer term.

COURSE THREE

Shakspere

Two plays are studied in detail in class; in 1911–12 Macbeth and King Lear. Outside of class either three more plays by Shakspere are red or Marlowe's Edward II and Shakspere's Richard II are studied and compared, and one more play of Shakspere is red, usually a comedy. In 1911–12, *As you Like It, Othello, and Henry V.*

Some attention is given to the Elizabethan theaters, the circumstances under which they came into existence and the condition under which plays were presented in them. The chief purpose of the course, however, is to give an understanding of the drama, its essential nature, its structure, its limitations, and its powers and more definitly still, to make students intelligent readers of Shakspere themselvs and intelligent guides to others.

Winter, spring, and summer terms.

COURSE FOUR

Poetry, Drama and Novel

This is in substance largely a combination of Courses One and Two. It is intended only for such graduates of the best high schools as have had the preparation described on page 14. Such graduates are supposed to have sufficient preparation to permit the emfasis of the classroom to be thrown almost wholly on technical and professional points. All who are without this preparation must substitute for Course 4, Courses 1, 2 and 3, or as many of them as their lack of preparation may make necessary. Spring term.

ELECTIVS

Undergraduates who wish to prepare themselvs more thoroly to teach literature in the common schools and high schools may be permitted to make three additional credits in literature in place of three credits in other branches. For this purpose one electiv course is given, open to all students. Seniors may elect three others from the six graduate courses offerd.

COURSE FIVE (OPEN TO ALL STUDENTS)

Literature Methods

This is a special study of the problems arising in the teaching of literature, and more especially in the grades below the high school. Students following the two-year program who are preparing to teach in the grades may substitute this for Course 4. This work is based on the text, *Literature and Life in School*, but requires a good deal of outside reading. Given every winter and first summer term. Winter and summer terms.

GRADUATE COURSES

The electiv courses described below are primarily intended for graduates; but seniors who wish to get as much literature as possible, may elect three with the approval of the President. Of these six graduate courses in literature only three are for the present given in any one year.

Students who make literature the central subject in graduate work should group about it work in ethics, esthetics, psychology, sociology and history. A knowledge of English History, especially of the development of the English people and their social and political institutions from the time of the Great Charter is peculiarly important.

COURSE SIX

American Poetry

This is a course in rapid reading of the American poets from Bryant to Moody. While most attention is given to the work of Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman and Lanier, who are included in the text used, the course is ment also to give some knowledge of such later poets as Aldrich, Sill, Guiney, Peabody, Moody, Tucker, Carman, Hovey and Gilder. The text is Page's *Chief American Poets*.

COURSE SEVEN

English Drama

This involvs a study of the development of the drama from the miracle plays down to the closing of the theaters by Parliament. It requires a rapid reading of many Elizabethan plays chosen from Lyly, Kyd, Lodge, Green, Marlowe, Shakspere, Jonson, Beaumont and Fletcher, Dekker, Heywood, Middleton, Ford, Webster and Massinger. It includes a closer study of the relation of the drama and the theater to the Elizabethan world than is given in the undergraduate course in Shakspere. It should give the student the power to see Shakspere in a truer perspectiv.

COURSE EIGHT

Development of the Novel

Without going back to the literary forms that finally made the novel possible, this course will begin with Richardson and follow the novel thru Fielding, Smollet, Sterne, Fanny Burney, Miss Edgewood, Scott, Jane Austen, Dickens, Thackeray, Charlotte Bronte, George Eliot, George Meredith, Thomas Hardy, Hawthorne, Henry James, and Howells. A good deal of reading will be required, with class discussions, and written reports.

COURSE NINE

English Poetry

This is ment to give some personal knowledge of the tresures of English poetry, lyrical and narrativ from the earliest times to the present. As a basis for the work Manly's *English Poetry* will be used.

COURSE TEN

Browning

This is an introduction to the study of Browning, based mainly on Professor Corson's book, *An Introduction to the Study of Browning*, but involving also many of the shorter poems not included in this, the drama *Pippa Passes*, and *The Ring and the Book*.

COURSE ELEVEN

English and American Prose

Prose in the Nineteenth Century. This is ment in the main to give some acquaintance with the thought and style especially of Carlyle, Ruskin, Arnold, Emerson, Holmes, and Lowell, and their significance. Some reading may be assignd also in Morley, Pater, De-Quincey, Thoreau, or others of similar importance.

In 1911-12 Courses 6, 7, 8, will be given; in 1912-13 Courses 9, 10, 11.

COURSE TWELV

History of Literature

To meet the present requirements of the examination in literature for state certificates, a special course is offerd in the spring and summer terms dealing with the history of English and American literature. It will cover the main periods of both with their characteristic literary forms and chief authors. Texts: Saintsbury's Elizabethan Literature, Saintsbury's Nineteenth Century Literature, Newcomer's American Literature.

COMPOSITION AND RHETORIC

People compose whenever they speak or write their own thought. If the composition is poor, it is usually because the thinking is ill-ordered. Every teacher who insists upon logical thinking and clear statement is a teacher of composition. In matters of form, while it is true that forms may be discust and standards determind in a class dealing with the forms of discourse, it is found as in case of spelling and pronunciation that correct habits are establisht only when all teachers unite to see that correct forms are used at all times. The best form is that which best fits the content. The best practis in composition is not in miscellaneous "exercises" with no purpose or

value outside of the practis. It is obtaind rather in writing and speaking matter that would need to be written and spoken even if there were no class in composition.

The work in Nature Study and Elementary Physics consists largely of observation. To give definitness to the observations, and to make just comparisons possible, these observations must be recorded. Similarly the results of observation and comparison need to be stated in organized form.

For the reasons stated above the instruction and practis in elementary composition needed by first-year students is given in connec tion with the elementary science. Besides this instruction there are offerd to students the following courses.

COURSE ONE

Composition

An elementary course based on *Scott and Denny's Composition*, and Woolley's *hand book of Composition.*

COURSE TWO

Rhetoric

A study of the forms of discourse based upon Scott and Denny's *Composition—Literature.*

COURSE THREE

Science of Discourse

A more advanced course based on Barrett Wendell's *English Composition* and Herbert Spencer's *Philosofy of Style.*

For admission to Course 3 students should have the preparation demanded for admission to Course 4 in literature. Lacking this they take Courses 1 and 2, or Course 2 in Rhetoric, and at least two of the courses in literature.

Text Books

Shakspere, Edition: Arden, Rolfe, or Hudson.
Silas Marner, Appleton's Twentieth Century Series.
Paradise Lost, Allyn & Bacon.
Wordsworth, Arnold's Selections, Macmillan.
Elementary English Composition, Webster.
Hand-book of Composition, Woolley.
Rhetoric, Scott & Denny.
Spencer' *Philosofy of Style*, Maynard's English Classics edition.
Barrett Wendell's *English Composition*, Scribner's Sons.
Idylls of the King, Rolfe or Cook.
Sohrab and Rustum, Louise Imogen Guiney, Houghton & Mifflin.

GRAMMAR

Aim: 1. To give the student the essential facts of the subject.

2. To prepare him to express these facts in as simple a way as is consistent with accuracy.

3. To show him that topics may be presented in such an order that but one difficulty will be met at a time, and that this when masterd will prepare the way for others; to show also that such an order makes it possible to acquire nice discrimination from the first, and that the power to make fine distinctions is one of the chief values of the subject.

4. To enable him to apply in a practical way the theory that because of the analytical nature of our language the thought element must predominate over the form element in the study of its grammar.

Topics: Part I. The Sentence. The simple sentence with its essential elements is first considered; then element after element is added until all ordinary English construction have been studied. The parts of speech are defined as the development of the sentence makes their introduction necessary, but only such classification is made as is based on use.

Part II. Parts of speech; classification, summary of uses, inflection. Textbook: Gowdy.

COURSE ONE (12 WEEKS)

All the work indicated above. This course is intended for Section F. Fall, spring, and first summer term.

COURSE TWO (12 WEEKS)

Sentence analysis, omitting the study of verbals. This course covers the seventh year grammar as outlined in the State Course of Study. All terms.

COURSE THREE (6 WEEKS)

Verbals and parts of speech. This course covers the new points in eighth year grammar as outlined in the State Course of Study. Courses 2 and 3 are intended for Section I. All terms except fall.

COURSE FOUR (12 WEEKS)

Sentence analysis, omitting clauses and verbals. Fall and spring.

COURSE FIVE (12 WEEKS)

Clauses and their connections and verbals. Analysis of passages from literature. Winter term.

COURSE SIX (6 WEEKS)

Parts of speech. Courses 4, 5, and 6 are for Section L. Spring term.

ORTHOGRAFY

The purpose of this course and of the course in spelling is to prepare students to teach the orthografy outlined for the seventh and eighth years in the Illinois State Course of Study. It consists mainly of word-analysis, and drill in marking diacritically and pronouncing five hundred or more words in common use which are frequently mispronounced; such as, address, alternate, apparatus, bouquet, comparable, def, extol, genuin, government, idea, recess, quay, laboratory, superfluous. Pupils have instructions and a great deal of drill in the use of the dictionary. In the analysis of words, the meanings of the most frequently recurring roots, prefixes, and suffixes are lernd. The three rules of spelling given in the Illinois State Course of Study are lernd and applied, and at least one week is given to simplified spelling.

This course is not included in the two-year program. In the three-year program it is a six weeks course; in the four-year program it is a twelv weeks course. All terms.

SPELLING. (5 weeks, or longer if necessary.)

All students, including those admitted to Section F are offerd an examination in spelling on the sixth Friday of each term. Those who show by such examination the ability to spell ninety out of one hundred familiar words such as lose, led, busy, until, separate, reference, occurd, notable, ridiculous, accommodate, recommend, are excused from further work in spelling. Those who do not pass this examination are required to take a course of five weeks, or longer if necessary, and should take it as early in the year as is practicable. Due attention is given to the simplified forms recommended by the Simplified Spelling Board.

PENMANSHIP

WRITING DRILL. (6 weeks, or longer if necessary.)

The object of this course is to enable students to improve their writing if it is manifestly illegible or in bad form. It includes blackboard drill in movement exercises, as outlined in the Illinois State Course of Study, with musical accompaniment to secure smoothness and harmony of movements. It is a required subject for those whose writing is distinctly poor.

READING

COURSE ONE

Elementary Reading

Interpretation of simple literature; following the story thru long classics; exercises in pronunciation and articulation; time; animation in expression. Fall, winter, and spring terms.

Material: Elson *Fourth Reader.*

COURSE TWO

Phonics and Reading

(a) Phonic work including articulation drills, study of the Eng-

lish sounds with study of the action of the organs used in forming them, and discussion of the relation of articulation to expression in reading.

Text: *Drill book in Dictionary Work*, Metcalf and DeGarmo.

(b) Tasks in interpretation demanding considerable ability are presented; work on time, pitch, clearness, and directness in expression. All terms.

Material: *Antigone*, *Sophocles* (Merrill Ed.) *The Vicar of Wakefield*, Goldsmith (Riverside ed.) Webster's Orations, *Adams and Jefferson and the Bunker Hill Monument; Vision of Sir Launfal*, Lowell, *Merchant of Venice*, *Julius Caesar*, *Twelfth Night*, *As You Like It*, Shakspere.

COURSE THREE

Advanced Reading

Practical work in expression; literary analysis, sequence of thought, work picturing, atmosfere, tone color, directness, vigor, seriousness, persuasion based upon the ability to live vigorously in the experience related. The aim is to promote good oral reading. Many selections from classic material are used in class for sight work; a certain amount of memory work is required. Text: *Interpretiv Reading*, Marsland. Fall and spring and summer terms.

COURSE FOUR

Advanced Reading with Phonics

This course is the same as Course 3, except that phonic work as outlined in Course 2 will be given. This and Course 5 are required of members of Section F who are alredy proficient in reading. Winter and summer terms.

COURSE FIVE

Reading Method

This is a consideration of the reading problems that arise from grades one to eight inclusiv. Observation lessons by the critic teachers run parallel with the course. All terms.

Text: *Psychology and Pedagogy of Reading*, Huey.

PUBLIC SPEAKING

Rhetoricals

All students except graduate students are assignd to small classes for weekly exercises in public speaking. The exercises include recitations, orations, essays, debates, discussion of current topics and dramatic representations. Three acceptable exercises are required of each student every term. After students have given evidence of proficiency and fidelity to high ideals of platform work, they may be excused from class-work upon pledging themselves to equivalent work in the literary societies.

COURSE ONE

Debating (Major)

Study of the principles of argumentation and specimens of forensic oratory; preparation of briefs and forensics. This will occupy

most of the fall term. Work of the winter term will consist of weekly practis in debating, each member participating each week either as leader, floor speaker, or chairman and judge. The class is limited in number and may not be taken for one term only. It is intended for upper class students or those who have, in this school or elsewhere, had some experience in platform work.

Fall term: 3 hours per week.

Winter term: once a week, 3:30 to 5:20.

Text: *Argumentation and Debating*, Foster.

COURSE TWO

Debating (Minor)

Weekly practis in debating constitutes the main part of this work, and involves the preparation of "introductory briefs" by the leaders each week. The reading of Foster's "Argumentation and Debating", is also required. The class is limited to eleven, and is intended for those who want debating practis but can not get it in Course 1.

Spring term: once a week, 3:30 to 5:20

Joint debates are held annually with the state normal schools at Oshkosh, Wisconsin, and Terre Haute, Indiana.

MUSIC

A Course in Primary Music

The complete song as a basis for the child's music education. Selecting songs: (a) With reference to their use; (b) with reference to the child voice. How to teach a rote song. Classification of voices and development and care of the child voice. The monotone. Observation of the simpler elements of song, such as the phrase, the rhythm, beat, accent, mesure and scale relationship of tones. Notation of familiar melodies. Written work. Reading simple melodies. A text book in the hands of the pupil. Fall, winter, and spring terms.

Music One

This course is for beginners in sight reading. Songs lernd thru imitation. The elements of music—ear concepts—deduced from the familiar songs. The major scale. Notation—eye concepts—as it pictures the familiar musical elements. Written work as a further means for eye training. Key and mesure signatures, and all forms of notation necessary to the intelligent reading of vocal music. Sight-reading in unison and two, three and four-part harmony. Fall, winter, spring and first summer terms.

Text: Leason's *Choral Class Book*.

Music Two

This course is for students who have finished music one, or an equivalent course. The minor scale in its several forms, as related to the major scale. Chromatic tones. Intervals and chords. Mod-

ulation and key relationship. Classification of the elements of music and the presentation of their parts in logical succession. The problems involvd in the art of reading vocal music, considerd from the teacher's point of view.

Material: *The Laurel Singing Book* and a collection of music in sheet form.

The Choral Club

The choral club—a chorus of mixt voices—meets twice each week. Compositions of the better class and excerpts from the standard cantatas, operas, and oratorios are studied and prepared for public presentation. Three concerts are given each year.

The Glee Clubs

Practis in part singing may be further developt in connection with the work of the Girls' and Boys' Glee Clubs, which meet twice a week for practis.

The Orchestra

Students who play upon orchestral instrument are given an opportunity for practis in concerted playing. The orchestra holds one rehersal each week.

ART DEPARTMENT

The function of the art department in this school is primarily the consideration of the art in the common things of life. If there is a distinction between the so-cald fine art and the industrial arts, the latter receive chief attention. There is little work attempted in the following courses that cannot be done in any school. Many of our students come from the rural school and they go back to the rural school. Country life furnishes the best resources for elementary art training. Our courses are shaped in consideration of these facts. The art element is important in all industrial training. Ideas of good form and good color are essential in manual training and household art.

There is a growing demand for teachers who can introduce elementary art instruction into the smaller cities of the state. In many respects this school affords excellent facilities for the training of special teachers. The kindred arts are being rapidly developt with the best of equipment. The professional studies of the normal school are available for the students of art, who here may learn the proper setting of art courses in the public school curriculum.

COURSE ONE

Elementary Form Study

Study of the shape of common objects with attractiv form. For one month clay is the medium, then a soft led pencil is used in making elementary working drawings and in rendering mass, outline, and tone sketches. Winter and spring terms.

Required of all students entering sections L and I. If equivalent work has been done elsewhere, an examination may be taken.

COURSE TWO

Freehand Perspectiv

This course is introduced by a discussion of the scope, function, divisions, and kinds of drawing, which leads to the problem of convergence and foreshortening.

Chief problems: Curvd-edge objects:—Three views of the circle, concentric circles. Straight-edged objects; nine typical positions of an object as to the observer. Study of parallel receding edges and foreshortend faces. The problems are studies made from local conditions and may be reset to the opportunities of any other school.

Should be taken by all students. If equivalent work has been done elsewhere, an examination may be given. All terms.

COURSE THREE

Light and Shade

Training in light and shade is a fundamental element in the appreciation of the beauty in objects.

This course begins with the study of two faces of an object in flat values. Later there is a consideration of three faces and radiations, curvd faces, shadows, reflected lights, composition in two and three tones, translation of color. The last part of the course applies some of the principles discoverd in the foregoing to blackboard illustrativ sketching.

Graduates from accredited high schools may elect between courses two and three. If equivalent work is done elsewhere, an examination may be taken. All terms.

COURSE FOUR

Color

The use of color has much to do with the nervous system. Color knowledge and color training are essential to good taste in the use of color.

The course considers the spectrum, tints, shades, lines, and intensities. Color characteristics and a theory of color harmony. Simple nature studies are used. Plants, sprays, fruits, vegetables, and nearby views. Water color is the medium. Fall, spring, and summer.

COURSE FIVE

Art in History

The school is supplied with a good reference library, pictures, stereoscopic views, lantern slides, casts and other collections which make good opportunities in this course. The subject is developt by topics arranged by the teacher which treat briefly of the Egyptian, Greek, Roman, Byzantine, Saracenic, and Gothic schools of architecture. The picture study course treats of typical painters in the Italian, German, Dutch, Flemish, English, French, and American schools. Fall, spring, and first summer terms.

Courses in block printing and stenciling will be offerd in 1911–12.

GRADUATE STUDENTS

The following courses are offerd to those who are candidates for the degree of Bachelor of Education.

COURSES SIX, SEVEN, AND EIGHT

Principles of Design

Three terms are given to the work in design. The first course is pure design, the principles of order and beauty are applied to tones, mesures and shapes. The ideas and training in this course are essential to good work in the second and third terms.

Design is the fruit of all the other courses such as color, light and dark, and form study. From these courses comes the training that makes for taste or skill in application of the principles of balance, rhythm, and harmony.

In the second and third terms are applied design. Courses in which the student is expected to make a design for some definit purpose, and for some particular material. Clay, lether, linen, and metals are commonly used. Fall term.

COURSE NINE

Esthetics

The psychology of beauty is the subject of this course. Students will be askt to review parts of Hegel's *Philosophy of Art*, Puffer's *Psychology of Beauty*, Hogarth's *Analysis of Beauty*, Lucy Crane's *Art and Formation of Taste.* The life and works of John Ruskin and William Morris are studied as they touch upon our theme. It is hoped that students who pursue this course will arrive at some well-founded and organized ideas of the place and value of esthetics in the life of an individual. Winter term.

COURSE TEN

Painting and Representation

This course is a study of picture-making. How to paint, what to represent, and how to organize a picture. Essential points are arrangement of lines, spaces, tones, and values. Points in this course are similar to those in rhetoric in language and harmony in music. Study of the works of master artists in regard to points of composition is an important means to the end. Most of the problems are workt out first in a simple dry medium (charcoal). Later oil paints are used. While skill with any medium can not be gaind in a short time, the important side of this course can be appreciated by any faithful student, who may be admitted to the advanced courses. Spring term.

SPECIAL ART TEACHERS

The following program is provided for students who desire to become special teachers of art. It extends over two years and includes all the pedagogy, psychology, and practis teaching required in other normal programs. One year's work is provided in two related departments, manual training and domestic art, all the art courses and one special course in organization. Students of this course are subject to the general requirements of physical training and platform speaking.

COURSE ELEVEN

Organization

The topics are—

The relativ importance of different branches of public school art and their relation to each other. The aims and standards of successful work. Tentativ plans and courses of study. Study of proposed standard courses. The opportunities of the art teacher aside from her technical work.

Teaching

Special art students are offerd two terms of training in the Model School under the same conditions as the regular normal students. In addition there is an opportunity for the student to study the problems of a supervisor or director while assisting in the art department

SPECIAL ART PROGRAM

FIRST YEAR

FALL	WINTER	SPRING
Perspectiv	Light and Shade	Mechanical Drawing
Color	Elementary Form Study	Painting and Represeatation
Primary Handwork	Intermediate Handwork	Bench Work
Teaching Process	Psychology	General Method
Electiv	Electiv	Electiv
Physical Training	Physical Training	Physical Training
Rhetoricals	Rhetoricals	Rhetoricals

SUMMER TERM

Nature Study
Clay Modeling
Pottery
Assisting in Art Dept.

SECOND YEAR

Principles of Design	Applied Design	Applied Design
Art in History	Esthetics	Organization
Domestic Art	Domestic Art	Domestic Art
History of Education	Teaching	Teaching

MANUAL TRAINING

The contribution of manual training to a complete and rounded education is now generally recognized, and the number of schools where it is given a place in the program is constantly increasing. The demand for teachers who can conduct the work continues to be far in excess of the supply.

The new Manual Arts Bilding, for which the 45th General Assembly appropriated $100,000, with its equipment, together with the other resources of the Illinois State Normal University, afford excellent facilities for the training of special teachers in the manual arts. It is the intention to place special emfasis upon those forms of manual training that are practicable under ordinary school conditions in Illinois with reasonable expenditures for equipment and materials, and to give comparatively little attention to those lines of work which are impracticable by reason of the great expense involvd.

An outline of the courses offerd is given herewith.

The Special Summer School Announcement, issued early in the spring each year, should be consulted for information as to courses in this department that are offerd in the summer terms.

In addition to the preparation of special teachers there still exists the important task of equipping the ordinary teacher with a knowledge and appreciation of handwork in the school so that he may the more intelligently cooperate with the supervisor or, if opportunity offers, himself make a beginning in connection with other school work. Every effort will be made to meet the needs of teachers who desire this sort of preparation.

Classes in handwork in the Model School offer opportunities for observation and assisting in practical work with children.

COURSE ONE

Benchwork in Wood

The aim of this course is to teach the important tool operations used in woodworking. It is arranged to prepare teachers who wish to teach benchwork in the upper grammar grades and high school. The work as outlined can be taught in any school that has an equipment of benches and hand tools. The students make a number of useful articles which illustrate various tool processes. The sharpening of tools and a study of materials used in woodworking will receiv due attention. Class demonstrations and shop talks will be given at each new stage in the work. This course consists of 120 hour's work, and no credit will be allowd toward graduation for less time.

COURSE TWO

Wood-turning and Pattern Making

The fundamental tool processes used by the wood-turner will be taught by demonstrations and practis at the lathe.

A number of problems in spindle turning, cylinder turning, beads, fillets, cones, concave and compound curvs, etc., will be required before taking up face-plate work and pattern-making which will follow. A number of patterns will be made which will illustrate important principles, such as draft, cores, fillets, shrinkage, partings, etc.

Prerequisit, Course One

COURSE THREE

Furniture Construction Using Woodworking Machinery

The use of woodworking machinery by advanced students in manual training tends to make the work far more vocational, and gives a training on various machines that is hard to get in a commercial shop, where the workmen lern to work on only one or two machines. Students will be taught to use the circular and band saw, and jointer, the surfacer, the mortis machine and the trimmer and to perform the hand tool work necessary for fitting and assembling.

The various methods of wood finishing will receive considerable attention.

Prerequisit, Course One

COURSE FOUR

Organization of Manual Training

This course is pland for persons who wish to teach manual training. Tools and methods of using them receiv due attention, so that the student may lern how to give a proper class demonstration. Lesson plans, equipments, and courses of study are prepared to help

the student to understand these problems.

In order that the student may become familiar with the literature of manual training, the history, philosofy, psychology, and pedagogy of manual training are discust, and library reading and theme writing are required.

Prerequisit Course One

COURSE FIVE

Mechanical Drawing

This is a course for beginners and includes working drawings' lettering, geometrical drawing, problems in projection, intersections of solids, development of surfaces, tracing and blue printing, and a few drawings in isometric projection. The important principles in the theory of drawing are taught, and much attention given to neat ink work using the drafting conventions usually employd in the best drafting rooms.

Students may furnish their own instruments, or rent them from the department. Bennett's Problems in Mechanical Drawing is used as a text. Two hours a day for 24 weeks, 2 credits. Taught every term. This course is required of all students taking the special manual training course.

COURSE SIX

Machine Drawing

The special conventions of machine drawing, sketching, detailing, assembling, etc., are presented to the student in this course. Machine details such as screws, bolts, etc., are drawn to illustrate the technical conventions used by draftsmen in making such drawings. Free hand sketches of machine parts are made on platted paper and later machine details and assembled drawings are made with the drafting instruments from the sketches. Some of the important parts of a gasoline engine are drawn, and the strength and proportions of the parts are criticized from standard formulas worked out by engineers who have made a special study of gasoline engine designs.

This is an advanced course for students who wish to be prepared to teach mechanical drawing in high schools.

Two hours per day for 12 weeks. One credit.

Prerequisit, Mechanical Drawing.

COURSE SEVEN

Handwork for Primary Grades

A study of material and manipulation in paper cutting and folding, cardboard, textils, raffia, etc. One hour per day, 12 weeks; ½ credit; fall, winter, spring, and summer terms.

COURSE EIGHT

Handwork for the Intermediate Grades

This course deals with somewhat more difficult processes in cardboard, basketry, sewing, stenciling, and simple woodwork. One hour per day, 12 weeks; ½ credit; winter term.

COURSE NINE

Advanced Handwork

This course is offerd to meet the demand for construction work in the upper grades. In addition to advanced problems in lines of work already mentiond, bookbinding, lether, copper, and brass work will be taken up. Design and decoration are important features. One hour per day, 12 weeks; ½ credit; spring term.

Longer courses in bookbinding and in art metal work will be provided in 1911–12.

SPECIAL MANUAL TRAINING PROGRAM

78 weeks

The following course, two years in length, leading to the Normal University Diploma, is offerd to graduates of approved high schools who wish to prepare themselves as special teachers of manual training. Public speaking and gymnastics are required as in all other programs.

FIRST YEAR

FALL	WINTER	SPRING
Bench Work	Mechanical Drawing	Mechanical Drawing
Primary Handwork	Intermediate Handwork	Lathe Work
Drawing 2	Psychology	General Method
Teaching Process	Electiv	Teaching
Geometry 1	Gymnastics	

SUMMER TERM

Electiv
Electiv

SECOND YEAR

FALL	WINTER	SPRING
Man. Tr. Organization	Furniture Making	Mechanical Drawing
Design Drawing 4	Principles of Education	School Management
Economics	Shop Teaching	Advanced Handwork
Shop Teaching	Electiv	Industrial History

SUGGESTED ELECTIVES

Solid Geometry, History of Art Physical Science, Commercial Geografy, Rhetoric and Literature, additional work in Mechanical Drawing, Woodworking, Metalworking, or Bookbinding.

HOUSEHOLD ART

It is the purpose of this department to provide for the adequate training of teachers of sewing, house-furnishing, and home economics in the elementary and secondary schools of the state. During the second year students will teach sewing and related subjects to pupils in the various grades of the training school.

COURSE ONE (FALL AND FIRST SUMMER TERMS)

Hand Sewing in Elementary Schools

This course includes needle work, weaving, crochetting, knitting, darning, mending, and simple maching sewing.

A history of beginnings of the arts and industries of primitiv life and the development of wearing and spinning is studied in this course.

COURSE TWO (WINTER TERM)

Sewing for High School Classes

This course includes machine sewing, drafting patterns and making of undergarments, simple embroidery, economical use of materials, care of machines, interpretation of purchased patterns.

The textil work includes the study of cotton and wool.

COURSE THREE (SPRING TERM)

History of the Home (6 weeks)

This course contemplates the study of the evolution and organization of the home, and its adapation to modern conditions; the relation of the housekeeper to municipal problems; the family income and its proper division for food, shelter, and clothing; true and false economy in the control of expenditures; house furnishings, including use of color, textils, and applied design in their relation to the average home; the selection of economical and artistic furniture; value and economy of raw materials as compared with redy-to-wear clothing and house furnishings.

Dressmaking (6 weeks)

This course offers instruction in the principles of dressmaking; the taking of accurate mesurements; the making and use of patterns; the choosing and economical cutting of materials; the making of shirt waist suits or simple unlined wash dresses.

The textil work includes the study of flax and silk and simple texts to detect adulterations of textils, also a brief course in dyeing textils.

COURSE FOUR (FALL AND FIRST SUMMER TERMS)

Dressmaking

This course includes pattern modeling and drafting and the making of a simple cloth gown with especial emfasis on artistic color combinations and suitable design; also the making of a more elaborate gown, combining hand embroidery in suitable designs and colors.

A study of the history and development of sewing room accessories such as needles, pins, sewing machines, patterns, buttons, etc.

COURSE FIVE (WINTER TERM)

Theory of Teaching Domestic Art

This course considers the relation of household art to education; the method of teaching the subject in various kinds of schools: its relation to the curriculum; planning of lessons and courses of study; certain problems of equipment and cost.

COURSE SIX (SPRING TERM)

Millinery

This course includes the construction and of trimming of hats, beginning with the use of foundation materials; the making and altering of wire frames; covering and completing frames in various ways, encouraging the renovation and use of old materials.

The subjects to be discust in this course are history, simplicity, suitability and cost of hed dress; the claim of the Audubon Society.

SPECIAL PROGRAM IN HOUSEHOLD ART

78 weeks.

FIRST YEAR

FALL	WINTER	SPRING
Household Art 1	Household Art 2	Household Art 3
Teaching Process	Psychology	General Method
Science of Discourse	Commercial Geografy	Economics
Principles of Design	Drawing 2	Color
Gymnastics 1	Gymnastics 2	Gymnastics 3

SUMMER TERM

Physiology
Floriculture and Landscape Gardening

SECOND YEAR

FALL	WINTER	SPRING
Household Art 4	Household Art 5	Household Art 6
History of Education or Teaching	Principles of Education Teaching	School Management or Teaching
Costume Design	Home decoration	Industrial History
Electiv	(Electiv)	Electiv

Electivs may be chosen from the list on page 23.

Students may in three years complete a program combining Domestic Art and Domestic Science.

HOUSEHOLD SCIENCE

The courses in Household Science are pland to cover the six terms of two regular school years and one summer term.

They are designd for High School graduates, and the correlated studies required are those considerd necessary to the preparation of a teacher of Household Science.

Courses I, II and III in Household Science are open to regular students who wish to take up the work as an electiv without pursuing all the correlated studies. Classes in Household Science are limited to eighteen members. Students are registerd in order of application.

Materials used by students are charged at cost.

COURSE ONE (FALL TERM)

Cookery I

The first course of cookery is based on a study of Food Principles. The composition and dietetic value of food materials and the processes of cookery best adapted to each class of foods are discust and each principle is illustrated by the preparation of simple dishes. The practical work is designd to acquaint the student with all the fundamental processes of cookery and the most attractiv methods of serving. At the same time the source, history, manufacture, and cost of each food is considerd. Daily, two periods each day.

COURSE TWO (WINTER TERM)

Cookery II. Household Management I

The second course in cookery provides instruction and practis of an advanced character and a wider application of the principles studied in the first course.

Open to all who have completed Course I in Cookery. Three lessons per week, two periods each.

The first course in household management is a systematic study of the duties of the housekeeper embracing the foundation, administration, and maintenance of the home. Lectures in sanitation, household accounts, laundry work, and domestic servis are included in this course. Two lessons per week.

COURSE THREE (SPRING TERM)

Cookery III. Household Management II

The third course in cookery is a continuation of the work given in the first and second courses. It deals with the planning and preparation of menus, the choice and arrangement of appropriate garnishings and correct methods of servis. Simple and inexpensiv meals are pland to meet the requirements of a standard dietary and a number of these meals are prepared and servd by the students.

The second course in household management is devoted to the study of marketing and serving.

The course in marketing is carried on by lectures and by practical observation in visiting markets. The course deals with the quality, price, and uses of food stuffs and takes up a study to the Pure Food Laws and Requirements. One day per week.

The course in serving includes the care of dining room and pantry; care of silver and cutlery; washing of dishes; care of lamps; serving of brekfast, luncheon, dinner, and invalid's tray; preparation of fruit, salads and sandwiches and the use of a chafing dish. Twice per week. Open to all who have taken Courses I and II in cookery.

COURSE FOUR (FALL TERM)

Cookery IV

Five lessons per week for 12 weeks. Lessons 2 periods each.

The fourth course in cookery combines the skill in cookery, acquired during the earlier courses, with the knowledge of correct methods of serving, practist in the serving course; and carries out, in practical manner, the planning of menus and serving of meals. The student acquires skill in handling large quantities of material, a knowledge of correct combinations, cost of materials, time of preparation for meals and labor involvd in serving a large number of people. Daily; two periods per day.

Open to all who have completed Courses I, II, and III in cookery and Course II in household management.

COURSE FIVE (WINTER TERM)

Household Management III

Five lessons per week for 12 weeks. Lessons 1 period each.

This course in household management includes lectures on home nursing, dietetics, and domestic science principles.

The course in home nursing is pland to enable one to render intelligent assistance in the sick room. The subjects coverd are the furnishings, warming, and ventilating of the sick room; making of the sick bed; bathing and dressing the patient; administering food and medicin; lifting and care of helpless patients; preparation and application of poultises, bandaging, emergencies, diet in disease and invalid cookery. Twice per week.

A study of dietaries involvs consideration of the nutritiv value, digestibility and cost of foods; the balanced ration; combinations of foods suitable for workers, old persons, infants, and invalids, and economic dietaries. Twice per week.

The course in domestic science principles embraces a study of the meaning and history of the domestic science movement; domestic science equipments, courses, and methods of study; and the qualifications necessary in a teacher of domestic science. Once a week.

Course III in household management is open to all who have completed previous courses in cookery.

COURSE SIX (SPRING TERM)

Cookery V

The fifth course in cookery includes the work in invalid cookery, advanced cookery, and demonstrations in cookery.

Invalid cookery as taught includes the preparation of food for a sick room, special stress being laid upon the digestibility and nutritiv value of foods. Dainty and attractiv servis are constantly emfasized. The condition of the patient in relation to nutrition is considerd and special diets for various diseasd conditions are emphasized.

The dishes prepared in advanced cookery are of a more elaborate and complicated nature than those taken up in the earlier courses and more formal servis is studied.

The latter portion of the term is given up to the demonstrations in cookery in which methods of teaching domestic science by demonstration and lecture are studied and practist. Daily two periods per day.

Open to all who have completed Courses I, II, III and IV in cookery and Course II in household management.

SPECIAL PROGRAM IN HOUSEHOLD SCIENCE

First Year

FALL	WINTER	SPRING
Household Science 1	Household Science 2	Household Science 3
Chemistry 1	Commercial Geografy	Chemistry 2
Teaching Process	Physiology	Economics or Electiv
Science of Discourse	Psychology	Physical Training
Physical Training	Physical Training	

SUMMER TERM

Vegetable Gardening
General Method

Second Year

Household Science 4	Household Science 5	Household Science 6
Chemistry 4	Chemistry 5	Chemistry 6
Cryptogamic Botany	Principles of Education	School Management or History of Education
Teaching	Teaching	Teaching

PHYSICAL TRAINING

This department exists because the state needs as teachers men and women of sound helth who are trained to care for the physical welfare of their pupils and set before them for imitation the example of a dignified and erect bearing.

Its aims are two-fold:

1. For the individual: to supply systematically one essential element in hygienic living, namely muscular exercise; and to encourage as related to this proper habits of sleep, bathing, ventilation, and diet, to correct common postural defects, and develop as accurate muscular control as may be possible in the time available.

2. For the teacher: to make clear the relation between helth and efficiency, the hygienic demand for systematic exercise in elementary and high schools, and to supply a fairly comprehensiv equipment of practical work for use in such schools.

Three terms' work in physical training is required of all students, and every effort is made to adapt work to individual needs. This work is to be taken in the first year unless there be excellent reasons for postponing it. A careful record of the helth history of each entering student is taken and a physical examination given. A special class is provided for those thus shown to be unequal to the work provided for the average beginner. In the rare cases where exercise even in this class is not suitable, individual work is prescribed and sufficient observation of class work assignd to enable the future teacher to conduct simple exercises in the school rooms and make intelligent use of games in the school yard.

A specific suit is required: for the women black slippers and a navy blue gymnasium suit which can be ordered at a cost of $3.50 after arrival; for the men, two black sateen shirts, gray gymnasium trousers, and black tennis shoes. These can be obtained after arrival at a cost of not more than four dollars.

COURSE ONE

For all entering women. Correctiv and developmental gymnastics, folk dances, plays and games for school room or playground. Brief class discussions deal with hygiene and the general scope and purpose of physical training. Gymnastic exercises classified according to effect. Four hours' floor work per week and a limited amount of reading.

COURSE ONE (A)

Arranged for women whose helth history and physical tests show them not redy for Course I. Enrolment will be limited and special attention given to individual cases.

COURSE TWO

Follows Course I. Correctiv gymnastics continued, apparatus work and more vigorous games, wands or dumb-bells, folk dancing, classic dancing. Reading and discussion deals with plays and games, their value and place in education. Correctiv and recreativ exercise contrasted. Time requirement same as Course I.

COURSE THREE

During first part of term work along lines indicated for Course 2 continued. Indian clubs introduced. All series work confined to movements, and sequence sufficiently simple to permit much attention to form. During last half term, basket ball and other outdoor sports replace the more formal exercises. One period each week for discussion of principles in teaching gymnastics and conducting games. For women, spring term.

COURSE FOUR ELECTIV

Outdoor sports for women, includes volley ball, basket ball, hockey, tennis, suitable track events. Reading discussions, and note books. Time requirement same as for preceding courses. Open to women who have completed Courses 1, 2 and 3, and whose physical test show them to be fitted for more vigorous exercises. Fall and spring terms.

COURSE FIVE

For all entering men, football, base ball, basket ball, tennis, cross-country runs, etc. Assignment of work dependent upon adaptability and choice. Weekly talks by coach on "training," and methods of conducting athletics. Some reading.

COURSE SIX

Gymnastics for men: setting up exercises, wands, Indian clubs, dumb-bells, mass plays, and indoor games, apparatus work, and marching. Winter term.

COURSE SEVEN

Athletics for men, similar to that of Course V. Track events are introduced and discussions deal with management of track-meets and field days. Note book. Spring term.

COURSE EIGHT (ELECTIV)

A course in principles and methods arranged for those who wish to make a specialty of physical training in elementary or high schools. Prerequisits: three terms practical work in physical training, teaching process, psychology, and physiology. Open to men and women. Six weeks.

ATHLETICS

Inter-class and inter-society contests are encouraged as stimulating an interest in physical development and cultivating the spirit of co-operativ enterprise. They are expected to contribute to a spirit of sane, clean contest. Regular work on a school team may be substituted for one of the courses offerd in athletics.

Students may participate in inter-school contests only on the condition that satisfactory work is done in their various studies. Inter-school contests are permitted to a limited extent in basket ball, tennis, and track events. The interests of the contest teams may not be permitted to interfere with the general athletic interests of the school.

COURSES IN LIBRARY METHOD

The librarian offers two special courses during the school year.

COURSE ONE

THE USE OF THE LIBRARY IN CONNECTION WITH THE PREPARATION OF A THEME. Ten weekly lessons, fall term. This is for juniors, seniors, and advanced students. The practical part of the work is to be applied by each student to the theme or other paper that he has on hand for the term. There is no credit given in the course of this work, but the students improve their methods of working in a library, save time, and produce better results.

COURSE TWO

THE FORMATION AND CARE OF SCHOOL LIBRARIES. Eight weekly lectures, winter term. Same in five weekly lectures, first summer term. Course illustrated with exhibits of books and library equipment. An hour a week outside of the lectures will give full time for examining the exhibits and arranging the note book.

The librarian offers also a course in library apprentisship which includes all the details of the care and management of a library, cataloging, mending books, mounting pictures, etc. From four to six students are employd each term as library assistants; this affords further instruction and practis in library adminstration.

LATIN

Two forms of the undergraduate curriculum in Latin are offerd: The first of four credits for students who have already completed three years work in Latin; the other of ten credits for beginners.

Six advanced courses (Course 11, 12, 13, 14, 15, and 16) are offerd, all of which may be counted towards a degree.

Graduates of approved high schools, if they have three or four years Latin, may substitute the four courses in method outlined below and any two advanced courses for credits in their regular course as may be directed.

Students qualified to enter upon the three-year program and without previous study in Latin may take three years of Latin and omit Reading 2, Geografy 2, Orthografy, Drawing 2, Arithmetic 1 or 2, Grammar 3.

Students following the three-year program may take four years' Latin and omit the four and one-half credits named above and two others, to be determined upon consultation with the president.

Students admitted to Section L may substitute four years' work in Latin and German for eight credits as follows: Composition 1, Reading 3, Arithmetic 3, Orthografy, Grammar, 4, 5, and 6, Drawing 3, History 3, Bookkeeping, or Solid Geometry and Geografy 3. Grammar 1, and Geografy 2 are to be added as a substitute for omitted courses. For six years of Latin and German four other credits will be allowd in addition to the above.

Beginners are advised not to take up the study of Latin unless they propose to complete at least two years' work.

For one year's work in the courses for beginners one credit is allowd, for two years' work three credits.

THE FULL LATIN CURRICULUM

The entire curriculum as provided for beginners consits of ten terms numberd consecutivly as follows:

Courses one and two, Latin Grammar and Reader.

Courses three, four, and five, Selections from Roman history, Nepos and Viri Romae, and composition based thereon. Two books of Cæsar.

Courses six and seven, Cicero's Orations.

Course eight, Ovid.

Courses nine and ten, Vergil's Aeneid.

In aim, content, and method these courses are similar to the Latin Method Courses described on the next page.

Latin Textbooks

Grammar, Bennett's Complete; Collar and Daniel's First Latin Book; Kelsey's Cæsar; Harper and Gallup's Cicero; Kelsey's Ovid; Frieze's Vergil; Lord's Livy; Smith's Horace. Other good texts may often answer as well as those mentiond above.

LATIN METHOD COURSES

COURSE ONE

Method in Beginning (First Year) Latin

Prerequisit: An academic knowledge of the usual first year's work. A re-examination of Latin grammar, the search being in the main one for unity and harmony. Comparativ view of the declensions and conjugations and correlation of fonetic changes with phenomena that the pupil is acquainted with. Physiological explanation of fonetic changes. Introductory study of syntax, or of how Latin expresses the main types of relations. The question is askt at every step: What is the English (or the German) way of expressing the same relation? Roman pronunciation with special care for the long vowels. Lineal relationship of Latin and English, how and when Latin derivativs came. Illustrations of each class, development of a dozen important roots in English. Cognate relationship of Latin and English, many illustrations, statement of Grimm's law. Bennett's Teaching of Latin. Appendix of Bennett's Grammar. Fall term.

COURSE TWO

Method in Second Year Latin

Prerequisits: Two years' academic work and Course 1 above.

Enough translating is done to insure that the students have acquired the habit of using only the usual English method of expressing the relations of the Latin original. This is our definition of a liberal translation.

Inductiv study of the Latin method of expressing the relations that offer to beginners the most difficulty, collection of all the examples in Cæsar, examination of different authorities: thus, *cum*-clauses, gerund and gerundiv, uses of dativ, etc., are studied. Further study of the lineal relationship of Latin and English. General changes that derivativs of the first, the second, the third, and the fourth period have undergone.

The cognate relationship; mastery of the consonant correspondences with illustrations. Winter Term.

COURSE THREE

Method in Cicero

Prerequisits: Courses 1 and 2 and an academic course of three years in some secondary school.

It will be insisted that the translation be worthy of the Latin original. The orations are analyzed from the oratorical standpoint. It is the aim to spend most of the recitations in this course upon matters pertaining to rhetoric and good literature. The main function of this course is to develop good literary taste and literary appreciation. Spring term.

COURSE FOUR

Method in Vergil and Ovid

Careful translation of the text and study of scansion. Much attention is given to mythology and to the literary and the archeological phase of the work. Fall term.

Students who take the Latin Method Courses above should take also two of the following courses:

COURSE ELEVEN

Advanced Reading. Livy.—Prerequisits: Courses 1-4 above, or four years of high school Latin.

Comparativ syntax of Livy and Cæsar. Lineal and cognate relationship of Latin and English. Vowel and consonant changes of words of the third period. All the important classes of derived words treated. Cognate correspondence of Latin and English vowels. Discussion of secondary school problems that pertain to Latin. Taught in the winter of the school year 1911-12.

COURSE TWELVE

Advanced Reading. Horace.—Prerequisit: Course 11 or 13. Taught in the spring of 1912.

COURSE THIRTEEN

Advanced Reading. Tacitus, Germania and Agricola.—This course alternates, as to the years it is taught, with Course 11. Prerequisit: Courses 1-4 or four years of high school Latin. Taught in the winter term of the school year 1912-13.

COURSE FOURTEEN

Advanced Reading. Plautus, Captivi. Terence, Andria.—This course alternates as to the year it is given with Course 12. Spring of 1913. Prerequisit: Either Course 11, or Course 13.

COURSE FIFTEEN

Advanced Course in Writing Latin.—A preliminary review of elementary work followed by the writing of connected discourse more difficult in character. Fall term every year.

COURSE SIXTEEN

Latin-English Etymology.—The work will be of an advanced character but only two years of Latin are required as a prerequisit. It may be taken for its cultural value by those who are not specializing in Latin.

This course is expected to give the student a much more lasting and comprehensiv view of both the cognate and the lineal relationship of Latin and English than can be given incidentally in connection with the other Latin courses. It should be taken by all who expect to teach much Latin. Winter term every year.

GERMAN

FIRST YEAR'S WORK

Courses 1, 2, and 3, taught successivly each fall, winter, and spring term, constitute the first year's work in German. They include grammatical drill, composition, some practis in conversation, an elementary view of English-German philology, and the translation into English of 375 pages of German, including two classical dramas. These three courses, or two years' of high school work, are a prerequisit to any of the advanced courses 4-9.

COURSE ONE

After five weeks spent upon the essentials of German grammar the class reads 35 pages of such prose as Grimm's *Dornröschen*, and Andersen's *Die Nachtigall*. Texts: Joynes-Meissner's *German Grammar*, and Boisen's *Preparatory Book of German Prose*. Twelv weeks. Fall term.

COURSE TWO

The main task of this term's work consists in learning to translate accurately German of average difficulty.

Wildermath's *Der Einsiedler im Walde*.

Lessing's *Minna von Barnhelm*.

Twelv weeks. Winter term.

COURSE THREE

Schiller's *Wilhelm Tell*. Conversational practis. An epitome of the drama is written, mainly for the sake of the constant practis it affords in German composition. Twelv weeks. Spring term.

ADVANCED AND GRADUATE COURSES

Prerequisits: Courses 1, 2, and 3, or two years of high school work.

Courses 4, 5, and 6 alternate, as to the years when they are taught, with Courses 7, 8, and 9; the former three courses constituting the work for the school year 1912-13, and the latter for 1911-12.

Students seeking the Normal diploma and wishing a recomendation as to their ability to teach German upon graduation, should take at least three of the Courses 4-9, arranginging to substitute the same for subjects regularly in their programs.

Students seeking a degree and selecting German as a principal subject, should take all the Courses 4-9. All may count towards a

degree unless previously counted towards a diploma.

Courses 2-9 include a thoro study of German grammar, Joynes-Meissner, Parts I, II, and III. They include constant practis in conversation and composition in connection with grammatical studies and the memorizing of German idioms, thru *freie Reproduction*, and thru epitomes of, and composition exercises based upon, the texts red. As the course progresses German becomes increasingly the language of the classroom. Much more attention than is usually the case is given to English-German philology. During each year of advanced work there will be a thoro discussion of the aims, methods, and courses of high school German.

Courses 2-9 include the translation of 2400 pages from the very best of German authors, with the study of the lives and works of Grimm, Anderson, Lessing, Freytag, Schiller and Goethe.

Students specializing in German should ordinarily specialize to some extent also in English or in Latin.

COURSE FOUR

Freytag's *Die Journalisten* and his *Aus dem Staat Friedrichs des Grossen*. Courses 4 and 7 afford the best opportunity for a study of the idioms of recent or contemporary German prose. Fall term of 1912.

COURSE FIVE

A study of the life and works of Lessing and Schiller. Review of the plot and notable passages of *Minna von Barnhelm* and of *Wilhelm Tell*. Translation of Schiller's *Jungfrau von Orleans* and some of his lyrics. Lessing's *Nathan der Weise*. Winter term of 1912-13.

COURSE SIX

A study of the life and works of Goethe. His *Egmont*, his *Herman und Dorothea*, and many of his lyrics will be red. Spring term of 1913.

COURSE SEVEN

Freytag's *Soll und Haben*, and his *Karl der Grosse*. Study of the idioms of recent and contemporary German prose. Fall term of 1911.

COURSE EIGHT

A study of the life and works of Heine and Schiller. Heine's *Hartzreise* and many of his lyrics. Schiller's *Wallenstein* or an equivalent in selections from his Thirty Years' War will be red; likewise some of his lyrics. Winter term of 1911-12.

COURSE NINE

A study of the life and works of Goethe. Selections from *Dichtung und Wahrheit*, and either *Goetz von Berlichigen* or *Iphigenie auf Tauris* will be red; also many of Goethe's lyrics. Spring term of 1912.

KINDERGARTEN DEPARTMENT

This department includes a well-equipt kindergarten, in charge of a director and student assistants. It offers to students an opportunity for observation and for practis in the teaching of classes. Children may enter at four years of age and are supposed to remain two years. The kindergarten is primarily a social institution and stands for co-operativ activity. It aims to develop children physically, mentally, and morally, by directing their natural activities in an educational way. Because the kindergarten has proven a potent factor in transforming modern educational theory and practis, educators have awakend to its value, and there has come about a demand for primary teachers, who have some knowledge of kindergarten principles and methods. Course one is designed to meet this demand and is recommended to all students who expect to become primary teachers, in order that they may have some definit, practical knowledge of the fundamental principles of the kindergarten—which principles apply to the whole of education.

Course two is designd for those students who desire to specialize in kindergarten work. Satisfactory completion of this course should enable the student to finish within a year, in one of our best kindergarten training schools.

COURSE ONE

This course is repeated each term. It consists of five hours per week of observation or practis as student assistant and 4 hours per week of class work on the technique, the principles and the theory of the kindergarten, together with its significance for general education. It is expected that students entering this course shall have some knowledge of psychology.

COURSE TWO

Students are admitted to this course in September only. They must be graduates of an approved high school or have done equivalent work. Five hours per week of practis teaching is required thruout the year and is so arranged each term that students may become familiar with every phase of kindergarten work. Four hours per week of instruction in the technique and theory of the kindergarten is given.

PROGRAM OF STUDIES

FALL	WINTER	SPRING
Kindergarten	Kindergarten	Kindergarten
Teaching Process	Psychology	History of Education
Science of Discourse	Physiology	Advanced Nature Study
Color	Primary Handwork	Singing
Physical Training	Physical Training	Physical Training

PRACTIS TEACHING IN TRAINING SCHOOL

The Training Department consists of a Kindergarten and an elementary school of eight rooms or grades. Each of these grades is in charge of a training teacher. Some classes in the preparatory and high school department are taught by experienced student teachers. The teachers of the Normal Department usually spend one hour per day in the Training School supervising work in their own branches.

The Training School is designd to give careful and extensiv training in the art of teaching in all grades. Each student in the Normal Department, before graduation, is required to teach three terms. A term's work consists of the daily instruction of a class for forty-five minutes during one full term. If necessary to test satisfactorily the work of the student teacher, he may be required to take entire charge of a room for ninety minutes daily. In some cases the daily observation and criticism of a class, followed by a written or oral discussion. are taken in lieu of one term of teaching. In general, students are required to teach one term in each of the three departments, Primary, Intermediate, and Grammar School. But students desiring to fit themselves for any particular grade of school work, or in any special branch of study are given an opportunity to do so. Teachers of satisfactory training and experience who wish to prepare themselves for expert work as training teachers will be allowd all the advantages of the Training School.

The work of teaching is carefully supervised by the training teachers. Each student teacher is required to write out the plans of recitation one week in advance. These plans are closely examined by the training teacher and, where necessary, discust with the student teacher and revised. The instruction itself is also observed by the training teacher, and helpful criticisms are given in private. Each practising teacher is held fully responsible for the control and management, as well as for the instruction of the class. He is expected to develop skill and power in management and instruction of a class as a whole, and, at the same time to study and adapt the work to the individual ability and disposition of each pupil. As far as possible during the last two terms of his instruction, the student teacher is given charge of a room; so he is supervising one class at the same time that he is teaching another.

Students who have had no experience in teaching find it best generally to observ a class one full term in the Training School before undertaking the instruction of a class. Careful criticism and discussion of the lessons observd are required of each observer.

Each week, two illustrativ or "critique" lessons are given by experienced teachers. Teachers and observers are required to observ one of these lessons each week. An hour following the lesson is devoted to its careful discussion under the direction of the supervisor of the training school. This gives each teacher an opportunity each term to see eleven such lessons carefully presented and thoroly discust.

In all observation of teaching attention is directed—

1. To the teacher's preparation for the work thru mastery of subject matter, lesson planning, and providing external means.

To the teacher's skill in teaching as shown in skill in assignment, in skill in questioning, in energy, in disciplin, in power of holding attention thru interest, in rediness to meet emergencies, in attention to details of form and position, in ability to discern and meet the needs of individual pupils, in the use of apparatus and other aids, in attention to the physical condition of pupils, in attention to the language of pupils.

3. To the teacher's personal fitness as reveald in his attitude towards his work, his ability to make use of criticism, his voice, language, manner, and personal care in mechanical work.

Certain students are also appointed regularly to supervise the children at noon, recesses, and during study periods.

The training teachers present illustrativ lessons, at such times as are convenient, for the benefit of the students who are preparing for work in the Training School.

COURSE OF STUDY IN THE TRAINING SCHOOL

A brief statement of the course is made below, to be followd by a detaild analysis by subjects, years, and terms.

Literature.—Daily exercise in Mother Goose, Robinson Crusoe, Hiawatha, The Jungle Book, and stories and poems from other writers thru the first three years. From the fourth year thru the eighth the literature is combined with the reading.

Reading.—Three lessons per day during the first two years. One lesson per day in all other grades except the seventh. In the seventh year reading alternates with history.

Writing.—Writing exercises occur daily during the first two years and one term of the seventh year.

Spelling.—Daily spelling exercises thru the seventh grade upon words occuring in regular studies.

Language.—Incidental training thru the first six years.

English Grammar.—Daily exercises thru seventh and eighth years in all terms but one; two lessons per week in that term. The work follows the Illinois State Course of Study.

Arithmetic.—The Illinois State Course of Study is strictly followd thruout the eight years.

Geografy—Daily lessons from the third year thru the seventh.

History.—Oral presentation of pioneer history stories during the fourth year. Daily lessons in United States History during the fifth and sixth years and two terms of the eighth year. In the seventh year history alternates with reading.

Civil Government.—Last term of eighth year.

Nature Study.—Daily lessons in the garden, the campus, or the greenhouse in the fall and spring terms in the first four years; in the spring terms of fifth, sixth, and seventh years, in fall and spring term of the eighth year.

Elementary Physics.—Daily lessons during winter terms of all years but seventh and eighth and also in the fall term of fifth and seventh years.

Astronomy.—Fall term of sixth year.

Physiology.—Oral lessons in lower grades. Daily lessons with text book in winter terms—seventh and eighth years.

Music.—Twenty minutes daily in all grades.

Drawing.—Exercises averaging three per week in all grades above second. In primary grades associated with other studies.

Manual Training.—Daily exercises in primary grades, alternating with drawing in grades three to six; in seventh and eighth years pupils spend two hours per week at bench work in the shop.

Physical Training.—Brief daily exercises in schoolroom. Regular lessons from the physical director on Wednesday. Seventh and eighth grades have regular work in the gymnasium on alternate days.

Admission of Pupils

Pupils from any part of Illinois may be admitted to the Training School until the limit, forty per grade, is reacht. Tuition is free in the kindergarten and thruout the eight grades. The right is reservd to exclude all pupils who from irregular attendance or from personal habits or defects may prove a serious burden upon the progress of the class.

STUDENTS

POST GRADUATES

NAME	COUNTY	POSTOFFICE
Baine, Mary Jane	McLean	Bloomington
*Benfield, Anna Beulah	Knox	Abingdon
Bengel, May R	McLean	Bloomington
Cook, Mrs. Dora	McLean	Bloomington
*Cooper, Annetta Belle	McLean	Normal
Gould, Mary Cecelia	McLean	Bloomington
Jackson, Ethel	Schuyler	Plymouth
Kleinau, Emma Adele	McLean	Bloomington
LeGrand, Maude Elizabeth	St. Clair	Freeburg
*Millen, Eva	Warren	Monmouth
Pierce, Thirza M	Kane	Elgin
Richert, Anna M	Greene	White Hall
Triplett, Margaret	Pike	Perry
Tucker, Mary Louise	McLean	Normal
*Lehman, Paul Harris	Adams	Payson

*Graduating from the Teachers' College Course with the degree, Bachelor of Education.

GRADUATES

Augustine, Hazel Levanch	Grundy	Gardner
Ault, Vena E	Montgomery	Hillsboro
Baker, Olive Annie E	McLean	Bloomington
Bell, Mary A	Mason	Saidora
Boyd, Mildred Evelyn	McLean	Chenoa
Bramer, Jessie Mae	Madison	Granite City
Brennan, Clara Helen	McLean	Bloomington
Brett, Florence Caroline	McLean	Bloomington
Bristol, Lettie	Jefferson	Opdyke
Burgess, Helen Bell	Vermilion	Danville
Burnett, Nellie	Marshall	Sparland
Carroll, Madalon	McLean	Bloomington
Carson, Margaret H	Peoria	Peoria
Cavins, Grace Melissa	Coles	Mattoon
Chamberlain, Vida	McLean	Normal
Clark, Alma Mary	Adams	Quincy
Cleary, Elizabeth	Kankakee	Momence
Coffey, Margaret Ruth	Macoupin	Virden
Coleman, Ruth	Fulton	Ipava
Coquilette, Fay Lenola	Richland	Olney
Coquilette, Tressa May	Richland	Olney
Corbin, Ethel	Marshall	Washburn
Courtright, Minetta	McLean	Normal

NAME	COUNTY	POSTOFFICE
Dunbar, Laura Lou	McLean	Normal
Dunn, Katherine	McLean	Bloomington
Edborg, Carrie	McLean	Bloomington
Ernest, Mabel	McLean	Normal
Fitzgerrell, Joy Leora	McLean	Normal
Foster, Claire	Ford	Paxton
Frazier, Elizabeth	Adams	Mendon
Fruit, Elizabeth Effie	(Michigan)	Plainwell
Fuller, Elizabeth Genevive	Henry	Galva
Gent, Alice Edith	Macoupin	Brighton
Gibson, Helen Farabee	McLean	Bloomington
Gildersleeve, Alice Marie	McLean	Hudson
Goelzer, Gertrude Rae	McLean	Bloomington
Gould, Catherine R	McLean	Bloomington
Gray, Effie	Knox	Galesburg
Gregory, Mary Delores	McLean	Bloomington
Griggs, Glen	Peoria	Glasford
Hanson, Clara Alfarata	Livingston	Pontiac
Hester, Lucy Edna	McLean	Normal
Hiltabrand, Edna Glen	Marshall	Henry
Hubbard, Mantie	Mason	Mason City
Huxtable, Clara Phoebe	McLean	Normal
Johnson, Florence	McLean	Normal
Kelly, Ola Blanche	Logan	Atlanta
Kemp, Anna Belle	DeWitt	Kenney
Keys, Hazel Jago	McLean	Normal
Kirkpatrick, Ella Tappe	McLean	Normal
Krigbaum, Helen C	Macon	Decatur
Kruse, Alma	Stephenson	Freeport
LeSure, Blanche	Richland	Olney
LeSure, Essie	Richland	Olney
McGraw, Cecil	McLean	Bloomington
Macy, Florence Lucille	McLean	Normal
Martin, Elizabeth J	Vermilion	Hoopeston
Meers, Viola Elizabeth	Will	Joliet
Michel, Emma Dorothea	(Missouri)	Kirkwood
Moran, Alice	Will	Braidwood
Morris, Leola C	Putnam	Hennepin
Moseley, Mrs. Ella Kimbrell	Massac	Metropolis
Murphy, Mary Kathryn	Will	Braidwood
Murphy, Nellie M	Tazewell	Pekin
Myers, Eva Teresa	Macon	Long Creek
Neill, Alma Jessie	Peoria	Chillicothe
Nichols, Nettie Mae	(Michigan)	Stanton
Ogden, Ethel Genevieve	Edgar	Paris
O'Neil, Bernadine	McLean	Bloomington
Pyle, Laura Lee	Mason	Havana
Root, Cecil Belle	Marion	Centralia
Shaver, Elizabeth	Sangamon	Lowder

NAME	COUNTY	POSTOFFICE
Sheeks, Mary	Cumberland	Greenup
Sill, Maybelle	McLean	Normal
Stevenson, Bernadine	McLean	Bloomington
Suffern, Alma Meda	Macon	Decatur
Summers, Marie Alice	McLean	Bloomington
Vanneman, Bessie	Pike	Barry
Voit, Lulu Olivet	McLean	Bloomington
Wallin, Marie Elizabeth	Logan	Lincoln
Watt, Gail Juanita	Woodford	Washburn
Watts, Anna Lyle	Douglas	Fairland
Winchell, Clare Idell	McLean	Normal
Adams, Clarence Walter	Richland	Olney
Breidecker, Arthur William	St. Clair	Millstadt
Brew, Thomas	Pike	Pittsfield
Case, Earl Clark	Lawrence	Sumner
Cox, Clare Francis	Fayette	Vandalia
Diver, Charles Lawrence	Lawrence	Sumner
Dunn, Richard Francis	McLean	Bloomington
Fahrnhopf, Charles F	Macon	Decatur
Finley, Thomas H	Randolph	Sparta
Gunnell, Johnston Myers	McLean	Normal
Gutteridge, Wilbur E	Lawrence	St. Francisville
Johnson, Joseph Lewis	Christian	Assumption
King, Chester Earl	Schuyler	Brooklyn
Lutz, David Brenton	McLean	Bloomington
Moseley, George Harley	Massac	Brookport
Petty, DeWitt Talmage	Lawrence	Sumner
Powers, Jacob Orin	Menard	Petersburg
Scott, Winfield	Pope	Allen Spring
Shaver, Eugene Larue	Sangamon	Lowder
Smith, John Aaron	Madison	Troy
Smith, Joseph Nelson	Putnam	Magnolia
Walters, Everett LeRoy	(Kansas)	Newton
Wiles, Willard Brooks	(Minnesota)	East Grand Forks

TWO-YEAR COURSE

Students who have completed one year's work or more but not two years':

Baker, Rosa May	LaSalle	Mendota
Borgelt, Eda Marie	Mason	Havana
Brusch, Elsie Marie	McLean	Normal
Cross, Fanny	Mason	Mason City
Doherty, Laura	Will	Joliet
Dooley, Lillian Allene	McLean	Leroy
Entler, Lena Emily	Macon	Decatur
Fox, Nellie May	Peoria	Peoria
Freeman, Frances M	McLean	Bloomington
Freitag, Vina	Tazewell	Mackinaw

NAME	COUNTY	POSTOFFICE
Hender, Ethel	Piatt	Mansfield
Huffington, Grace M	McLean	Normal
Humer, Bessie	Sangamon	Springfield
Kennedy, Mae Carrie	McLean	Normal
Kleinau, Annette Mae	McLean	Bloomington
Lalumier, Adele M	St. Clair	Centerville
Larsen, Martha	Knox	Williamsfield
Lewis, Mate Hanson	Sangamon	Springfield
Loudon, Grace Parke	McLean	Bloomington
Meers, Leanora Agnes	Will	Joliet
Otto, Lolo May	McLean	Bloomington
Rentchler, Edna Kerr	St. Clair	Belleville
Rickart, Ethel May	Greene	White Hall
Robertson, Jane	Peoria	Chillicothe
Schleder, Elizabeth	Tazewell	Pekin
Shannon, Margaret	McLean	Bloomington
Steele, Lydia Leanoria	Bureau	Dover
Teegarten, Elizabeth	McLean	Leroy
Willoughby, Angeline Jennie	Montgomery	Nokomis
Wilkerson, Anna Agnes	St. Clair	East St. Louis
Wirt, Verna	McLean	Leroy
Wonderly, Clara Gregory	McLean	Bloomington
Adkins, Berthal	Jasper	Newton
Dillon, Claire Dodge	McLean	Normal
Hitch, Charles Bruce	McLean	Bloomington
Selby, Leon Gaston	(Indiana)	Hammond

Students who have done less than one year's work in the two-year course.

Abraham, Helen Burpee	McLean	Normal
Allen, Frances Rae	Pike	Pittsfield
Andrews, Klara V. S	(Indiana)	State Line
Barnard, Margaret	McLean	Towanda
Beauchamp, Pearl E	Morgan	Jacksonville
Behr, Charlotte	McLean	Bloomington
Bond, Bessie	Lake	Libertyville
Burrus, Alta Nancy	Cass	Arenzville
Busing, Anna S. D	Logan	Lincoln
Butler, Monica Elizabeth	McLean	Bloomington
Callahan, Nelle Delores	McLean	Bloomington
Carter, Mary Lucina	Vermilion	Fairmount
Champion, Blanche	McLean	Normal
Chism, Stella Josephine	McLean	Normal
Collins, Faye	Douglas	Tuscola
Courtright, Bessie	McLean	Normal
Creamer, Hazel	Macon	Maroa
Crossland, Edith	Hancock	Bowen
Dempster, Pearl	Madison	Venice

NAME	COUNTY	POSTOFFICE
Dexter, Mary E.	Kane	Elgin
Diehl, Lois	Fulton	Ipava
Dillman, Leila May	Clay	Louisville
Dingeldine, Mabel Josephine	Tazewell	Washington
Edds, Vera Orienne	Logan	Lincoln
Esson, Frank Anna	Will	Peotone
Fenton, Lucile Marie	McLean	Bloomington
Ferguson, Lucile Eleanor	McLean	Bloomington
Foulk, Lorena	Livingston	Pontiac
Frankenburger, Maude	Henry	Alpha
Gardner, Harriet	McLean	Bloomington
Gilmore, Mabel Claire	Ford	Gibson City
Greene, Neva	McLean	Bloomington
Griggs, Dorothy Deane	McLean	Normal
Hallam, Sara Lucille	McLean	Bloomington
Hammond, Esther	McLean	Bloomington
Hargitt, Daisy Dot	McLean	Normal
Harper, Florence Mason	Fulton	Farmington
Harper, Grace	Fulton	Farmington
Hart, Elizabeth	McLean	Shirley
Hart, Virginia	McLean	Bloomington
Harvey, Barbara Alice	Pike	Barry
Hayes, Loretta	McLean	Bloomington
Heidrich, Clara Mary	Will	Joliet
Henneberry, Theressa	Logan	Elkhart
Hester, Fanny Faye	McLean	Normal
Higgins, Leanora	Livingston	Pontiac
Hilts, Marian	McLean	Bloomington
Holdener, Cedia F.	Clinton	Carlyle
Holloway, Marie E.	Livingston	Forrest
Hoose, Erma Irene	Logan	Atlanta
Hopkins, Grace Anna	Sangamon	Springfield
Huffington, Maude	McLean	Normal
Huffman, Myrtle	McLean	Bloomington
Humphrey, Emily	(Iowa)	Monona
Jones, Sara Beryl	Vermilion	Danville
Kanady, Mary	Gallatin	Ridgway
Keck, Marguerite	McLean	Bloomington
Kisner, Ruth Mae	Ford	Paxton
Kohrman, Minnie Maggie	Mason	Topeka
Lamb, Georgia Marie	(Kentucky)	Sturgis
Lamoreaux, Vera May	McLean	Bloomington
Lord, Zella Elizabeth	McLean	Bloomington
Lyons, Nelle M.	(Indiana)	Ambia
McCoy, Hattie May	McLean	Normal
McCracken, Anna Ruth	Vermilion	Danville
McElhiney, Florence	DeWitt	Kenney
McGregor, Marjorie	McLean	Bloomington
May, Minnie Willis	Ky. (State)	Louisville

NAME	COUNTY	POSTOFFICE
Miller, Adele Clare	St. Clair	Belleville
Miller, Grace Dorothy	St. Clair	Belleville
Montgomery, Bernice	McLean	Bloomington
Newby, Anna Laura	Brown	Mt. Sterling
Newton, Emelie Jane	McLean	Bloomington
O'Connor, Edna Mae	McLean	Bloomington
Orendorff, Ina	McLean	Bloomington
Otto, Edna Ferne	McLean	Bloomington
Peterson, Elsie Marie	McLean	Normal
Pike, Mary Cecelia	McLean	Arrowsmith
Purdum, Ella Belle	Ford	Piper City
Purdum, Ida Mae	Ford	Piper City
Raycraft, Rita	McLean	Bloomington
Remington, Jessie	Grundy	Morris
Rennie, Florence Alma	Whiteside	Fulton
Roads, Leila Pearl	Pike	Pittsfield
Robinson, Gertrude	Pike	Pittsfield
Rowcliffe, Edith A	Ford	Melvin
Rutledge, Lenna	Adams	Quincy
Schaeffer, Willa Marie	McLean	Bloomington
Schilt, Verna May	Richland	Olney
Smith, Jane Ruth	McLean	Bloomington
Sterchi, Edna Anna	Richland	Olney
Tappe, Mary Alberta	Stephenson	Freeport
Thimens, Selma Lilian	Macon	Decatur
Thriege, Nan Dorothea	McLean	Bloomington
Tompkins, Carrie	McLean	Downs
Turner, Mary Gertrude	Brown	Mt. Sterling
Wall, Mary	McLean	Colfax
Walston, Agnes Mae	McLean	Normal
Ward, Hattie Viola	McLean	Colfax
Washburn, Edna Blackburn	McLean	Bloomington
Westfall, Minnie D	Vermilion	Hoopeston
Wheeler, Mrs. Mae Seymour	Morgan	Franklin
White, Esther	Sangamon	Auburn
Wilkinson, Marion	McLean	Bloomington
Willett, Helen Marie	Vermilion	Hoopeston
Wirt, Florence Imogene	McLean	LeRoy
Wondra, Olga	Saline	Wilber
Wright, Luru	McLean	Bloomington
Young, Bessie	Vermilion	Rossville
Zellhoefer, Lulu F	McLean	LeRoy
Zimmerman, Jesse M	McLean	Saybrook
Zook, Gladys Mae	McLean	Normal
Allison, Floyd C	Iroquois	Onargo
Boundy, Ralph Edward	McLean	Normal
Bright, Leslie Orville	Champaign	Foosland
Buckles, Clarence A	McLean	Downs

NAME	COUNTY	POSTOFFICE
Burrus, Roy	Morgan	Arenzville
Cox, Fred Herbert	McLean	Normal
Denman, Clinton Vern	McLean	Bloomington
Eaton, Wm. Benjamin	McLean	Normal
Gumm, Chester Chas,	Menard	Petersburg
Hanes, Niebert Bertram	Sangamon	Springfield
Hughes, Bert	Jackson	Carbondale
Moore, Frank Crigler	McLean	Normal
Mumma, James E	McLean	Normal
Ragsdale, Leslie G	McLean	Bloomington
Schneider, Henry Frank	McLean	Normal
Stewart, Trusten Stafford	Morgan	Franklin
Sullivan, Wm. T	Tazewell	Washington
Walker, Lewis M	Schuyler	Brooklyn
Watkins, Ferre Chas	McLean	Bloomington

THREE-YEAR COURSE

Students who have completed two years' work or more, but not three years.

Bloes, Anna	Logan	Lincoln
Campbell, Nelle Agnes	Schuyler	Rushville
David, Bessie	McLean	Normal
De Fries, Zora Frances	Ford	Melvin
Freeman, Ona Belle	Ford	Kempton
Harkins, Edith Leora	LaSalle	Tonica
Norman, Hope Christian	Will	Peotone
Paisley, Sela Isabel	McLean	Normal
Porter, Mary N	Tazewell	Mackinaw
Winchell, Hazel A	McLean	Normal
Wortham, Fay L	Piatt	Hammond
Bayler, Clarence Elton	Ford	Roberts
Carroll, Daniel Bernard	Pike	Pittsfield
Heavener, Floyd L	Ford	Piper City
Hoierman, Robert	McLean	Bloomington
Lathrop, Harry	Lawrence	Lawrenceville
Lightbody, Howard	Peoria	Glasford
Livingston, Samuel Wm	Madison	Edwardsville
Primmer, George Henry	Champaign	Mahomet
Ramseyer, Roy A	McLean	Hudson
Skaer, Edwin Wm	St. Clair	New Athens
Stevens, Earl Grover	Morgan	Murrayville
Welsh, Micheal C	Knox	Williamsfield

Students who have completed one years' work or more, but not two years in the three-year course:

Anderson, Lorena Grace	Henry	Woodhull
Blevins, Lusettie	Macoupin	Atwater

NAME	COUNTY	POSTOFFICE
Browning, Leta Fern	McLean	Bloomington
Burke, Katharine	Lee	Steward
Butler, Vesta Zoe	Macoupin	Palmyra
Dittmar, Pearl Emma	Jo Daviess	Apple River
Eberlein, Mrs. Mae	McLean	Normal
Farrell, Marie Vivian	Adams	Fowler
Fogler, Helen Pauline	McLean	Bloomington
Gillespie, Evangeline	Piatt	Harris
Gregg, Grace Baker	Gallatin	Omaha
Hale, Lilian	DuPage	Wheaton
Hansen, Mable Arlene	Grundy	Gardner
Irvin, Vera Marie	McLean	Normal
Kamm, Pauline	Madison	Highland
Kelly, Irma Grace	Logan	Atlanta
Kitchell, Meda	Macoupin	Medora
Larsen, Nellie Elizabeth	Knox	Williamsfield
LeGrand, Martha L.	St. Clair	Freeburg
Lundgren, Elvera Estelle	LaSalle	Lostant
McFadden, Irma	(Kansas)	Erie
McManus, Lois Cecile	Jo Daviess	Apple River
Mehl, Georgia Anna	Ford	Clarence
Normile, Lucy Elizal	McLean	Bloomington
Patterson, Vera C.	Woodford	Secor
Powell, Pauline	LaSalle	Tonica
Pumphrey, Blanche	McLean	Towanda
Rehner, Myrtle	Woodford	Cazenovia
Rentchler, Frieda C.	St Clair	Belleville
Rock, Lida Alice	Woodford	Secor
Rowley, Helen Josephine	Will	Lockport
Schofield, Lottie	Morgan	Waverly
Storm, Alice Mae	Ford	Kempton
Sullivan, Maude Ellen	Logan	Beason
Wagner, Helen Field	McLean	Downs
Wall, Margaret	McLean	Colfax
Young, Lydia Adelaide	Vermilion	Rankin
Zeller, Rosene Kathryn	Morgan	Alexander
Duncanson, Mark	Tazewell	Morton
Hiett, Jessie Earl	Ford	Roberts
Hill, James Cecil	Mason	Forest City
Hooker, LeRoy	Pope	Grantsburg
Hudgins, Bert	Sangamon	Glenarm
Lightbody, Ernest R.	Peoria	Glasford
Owens, Hubert D.	McLean	Normal
Staker, Moses Roy	Tazewell	Groveland
Vandiver, Hal	Schuyler	Brooklyn
Wheeler, Jesse Hardin.	Macoupin	Carlinville

Students who have completed less than one years' work in the three-year course:

NAME	COUNTY	POSTOFFICE
Alderman, Marie Ellen	Bond	Reno
Allen, Ruth Helen	Warren	Little York
Anderson, Hattie A.	Iroquois	Loda
Anderson, Pearl Marie	Iroquois	Loda
Appleby, Olive C.	Tazewell	East Peoria
Baker, Louvena L.	McLean	Normal
Bean, Inez Harriet	Macon	Blue Mound
Beers, Eugenia Marie	Macoupin	Palmyra
Berger, Lena	Clinton	Trenton
Biltz, Della	St. Clair	Summerfield
Birkey, Eleanor A.	Bureau	Ohio
Boaz, Birdie	DeWitt	Weldon
Boundy, Lottie	McLean	Normal
Brickett, Bernice Fern	Iroquois	Clifton
Briggs, Nellie June	Ford	Gibson City
Claugh, Lura Linnett	Macon	Decatur
Depke, Clara	Vermilion	Danville
Devereaux, Grace Anna	Ford	Kempton
Dowell, Anna	Menard	Atterbury
Downs, Mrs. Nellye	McLean	Normal
Eisinger, Edith M.	Grundy	Gardner
Englund, Nellie Eleanor	Ford	Clarence
Fryer, Claudia Amy	Mason	San Jose
Gildersleeve, Eleanor Ruth	McLean	Hudson
Gray, Lady Jane	Wabash	Allendale
Hale, Grace,	Henry	Annawan
Hatteberg, Anna	Ford	Paxton
Henry, Gertrude May	McLean	Bloomington
Hess, Effie	Peoria	Glasford
Hessling, Charlotte.	Peoria	Princeville
Houk, Nellie Edna	McLean	Normal
Howland, Erma Catharine	Grundy	Gardner
Kidder, Anna Sirdinia	Fulton	Farmington
Koonce, Hattie S.	Bond	Greenville
Larrick, Caroline L.	McLean	Bloomington
Leonard, Bessie	Logan	Lincoln
Lindblad, Darline	McLean	Normal
McCarthy, Edna Catharine	McLean	Bloomington
McCorkle, Fairy Jane	Sangamon	Illiopolis
McDonald, Josephine Ella	Bureau	Arlington
Meyers, Agnes Claire	Stephenson	Florence Station
Mundell, Effie Elizabeth	Livingston	Fairbury
Munson, Bessie	McLean	Randolph
Murry, Iris Ernestine	Knox	Maquon
Normile, Mary Mayme	McLean	Bloomington
Oberbeck, Ida Lucy	St. Clair	New Athens
Olson, Hilda Elvira	Ford	Clarence
Patterson, Jessie Gay	Woodford	Secor

NAME	COUNTY	POSTOFFICE
Patterson, Nell Lee	Woodford	Eureka
Peeck, Edna	Washington	Ashley
Pelsma, Mrs. Maude	McLean	Normal
Perkins, Elsie	Peoria	Monica
Quick, Ruby	Piatt	Atwood
Raymond, Grace A.	McLean	Bloomington
Rusche, Ruth Selma	Tazewell	East Peoria
Sanders, Emily Viola	Peoria	Glasford
Schleich, Anna Elizabeth	Woodford	Metamora
Short, Elsie	Randolph	Huston
Smith, Daisy	Mason	San Jose
Smith, Hazel Charlotte	McLean	Bloomington
Smith, Lillian Virginia	McLean	Bloomington
Smith, Laura Belle	Vermilion	Hoopeston
Smith, Martha Louise	Knox	Gilson
Smith, Mayme H.	Mason	San Jose
Somers, Ada May	Stark	Castleton
Stassen, Sarah L.	Will	Peotone
Stuart, Margie	Macoupin	Carlinville
Thomason, Maude	Wayne	Wayne City
Trotter, Daisy	Champaign	Mahomet
Van Natta, Blanche	LaSalle	Tonica
Van Natta, Helen L.	LaSalle	Tonica
Vogel, Elizabeth M.	Woodford	Benson
Wagner, Mabelle	Woodford	Metamora
Walker, Lucy Elder	McLean	Bloomington
Ward, Leonora	Scott	Exeter
Weeks, Bertha Verne	Bureau	Bureau
Welsh, Kathryn	Stark	Bradford
Wetzel, Mabel	Richland	Parkersburg
Ausgpurger, Edmund	Ford	Gibson City
Buzzard, Robert Guy	Lawrence	Sumner
Callaway, Herbert Spencer	Morgan	Chapin
Crosby, Clifton Albert	Piatt	DeLand
Deichman, George P.	St. Clair	New Athens
Ensminger, Lloyd	Adams	Lima
Ferree, Merle George	Mason	Forest City
Harrell, Thomas Marvin	Clay	Flora
Holst, Fred Gust.	St. Clair	New Athens
Lang, Arnold J.	St. Clair	Summerfield
Lanternman, Howard	Logan	Buffalo Hart
Mueller, Walter Fred	St. Clair	Mascoutah
Opperman, Henry F.	McLean	Normal
Pfeifer, Raymond	St. Clair	Mascoutah
Redmon, Alexander	Jasper	W. Liberty
Schmelzel, Edward F.	St. Clair	New Athens
Schubkegel, Grover	St. Clair.	Mascoutah
Stubbs, Clark Edward	McLean	Danvers
Vogler, Chas. Wm.	St. Clair	New Athens

NAME	COUNTY	POSTOFFICE
White, George	Pike	Pleasant Hill
Winchell, Paul Edward	McLean	Normal
Wurtsbaugh, LeRoy	Lawrence	Chauncey

FOUR-YEAR COURSE

Students who have completed three years' work or more, but not four years in the four-year course:

Brown, Grace Ellen	McLean	Normal
Buck, May Glasgow	McLean	Normal
Burtis, Carrie Maleta	McLean	Hudson
Denman, Lutie	McLean	Normal
DeVries, Mabel E.	McLean	Bloomington
Gardiner, Adda Florence	Piatt	Mansfield
Hulse, Dora Maude	Adams	Fowler
McDaniel, Myrtle V.	Christian	Assumption
Ogle, Velma Katharine	McLean	Normal
Shanklin, Olive	McLean	Normal
Wernsman, Elizabeth	McLean	Weston
Blue, Chas. Alexander	Macoupin	Hagaman
Chamberlain, L. Wyn	Normal	Normal
Spires, Roy Leston	Morgan	Franklin
Street, Thomas Reed	Montgomery	Waggoner
Street, Wm. McKinley	Montgomery	Waggoner

Students who have completed two years' work or more, but not three years in the four-year course:

Armstrong, Agnes R.	McLean	Bloomington
Buckley, Ethel Mae	Mason	Kilbourne
Caldwell, Jennie Martha	Morgan	Alexander
Denman, Lydia	McLean	Normal
Dingeldine, Bessie	Tazewell	Washington
Dobson, Fern Ruth	McLean	Bloomington
Faris, Margaret	Coles	Lerna
Gorenflo, Minnie M.	Sangamon	Riverton
Johnston, Grace	Clinton	Carlyle
Liston, Mable Mary	McLean	Bloomington
McCaleb, Myrta Emma	Macon	Decatur
McCord, Jennie	McLean	Normal
Weaver, Ora Augustine	Ford	Paxton
Wertz, Frances C.	Woodford	Eureka
Wetzel, Elsie Amelia	Wabash	Mt. Carmel
Arseneau, Stanislas	Iroquois	Beaverville
Buckingham, David Garrison	Woodford	Low Point
Cooper, Crit Melvin	McLean	Normal
Eller, Walter Harrison	Tazewell	East Peoria
Harr, Leonadus Thos.	Macoupin	Palmyra
Holmes, Geo. Vance	Pope	Temple Hill
Kohler, Frank	McLean	Carlock

NAME	COUNTY	POSTOFFICE
Mills, Tella Brewer	Lawrence	Chauncey
Porter, Henry Van Arsdale	Tazewell	Peoria
Reeves, Everett	Macon	Weldon
Todd, Clyde L	Wayne	Clay City
Daily, Ross	Lawrence	Sumner
Farrell, Arthur Eugene	Adams	Fowler
Ireland, Jay	Lawrence	Bridgeport
Klier, Harry Pearl	Jasper	Newton
Klier, Ross Earl	Jasper	Newton
Lambird, Clifford D	Jasper	Newton
Leilich, Philip Emil	St. Clair	New Athens
Miner, Burns	Fulton	Table Grove
O'Brien, Richard Lee	Tazewell	Pekin
Petty, Alvin French	Lawrence	Sumner
Poplett, Ray Eldin	Ford	Guthrie
Potter, Everett T	Lawrence	Russellville
Schoning, Joseph Vernon	Sangamon	Springfield
Simon, John Oscar	Sangamon	Illiopolis
Staker, Reuben	Tazewell	Groveland
Sutton, John Wilburn	Mason	Kilbourne
Walden, Oliver Carl	DeWitt	LeRoy
Westhoff, Frank W	McLean	Normal
Wilber, Karl Allison	Lawrence	Russellville

Students who have completed one years' work or more, but not two years in the four-year course:

Billings, Bernice C	Richland	Noble
Brining, Mamie Letitia	McLean	LeRoy
Brock, Rhoda	Henderson	Seaton
Brooke, Helen	McLean	Normal
Brown, Beulah	McLean	Normal
Buss, Hattie Isabel	Will	Elwood
Chance, Frances	Cook	Chicago
Clayton, Estelle Lena	Ford	Cabery
Cooper, Ruth Alice	McLean	Normal
Craig, Edith Violet	McLean	Normal
Downs, Jennie	McLean	Normal
Dunlap, Irene Mae	McLean	Danvers
Giddings, Rachel M	Mercer	Preemption
Giering, Clara Louise	McLean	Normal
Hanson, Mrs. Elizabeth Turnipseed	McLean	Bloomington
Johnson, Muriel	Livingston	Roberts
Karcher, Anna Marie	McLean	Normal
Keagle, Erma Myrtle	Missouri (State)	Urbana
Kemp, Minda Margaret	DeWitt	Kenney
Kemp, Sylvia Marie	DeWitt	Kenney
Kerchenfaut, Kathryn	McLean	Saybrook
Kiger, Ellen Owens	McLean	Normal
Leftridge, Susie Jane	McDonough	Adair

NAME	COUNTY	POSTOFFICE
Little, Edith Alice	McLean	Normal
Minner, Lucy Mary	McLean	Danvers
Nellinger, Charlotte	Woodford	Minonk
Oliver, Agnes Anna	Will	Peotone
Owen, Nellie Violet	McLean	Normal
Putman, Elsie Zoe	Brown	Mt. Sterling
Quantock, Edith E	Livingston	Chatsworth
Riseling, Blanche Eleanor	McLean	Bloomington
Riseling, Mae B	McLean	Bloomington
Runeberg, Esther E	Ford	Perdueville
Scarcliffe, Addie	Peoria	Mapleton
Shanklin, Elva	McLean	Normal
Shannon, Helen Louise	McLean	Bloomington
Simkins, Cora Jane	McLean	Normal
Smitson, Nellie	McLean	Normal
Stewart, Alice	McLean	Randolph
Stewart, Theressa	Henderson	Biggsville
Stokes, Honora	Clinton	Shattuck
Thorne, Mabel Claire	Peoria	Mossville
White, Gertrude Regina	McLean	Bloomington
Winchester, Zella	Peoria	Elmwood
Witschi, Adelaide V	Will	Elwood
Zook, Marie	McLean	Normal
Blackburn, Earl Frances	Madison	Edwardsville
Blough, Adren Wm	McLean	Hudson
Brown, Geo. Wm	Greene	Roodhouse
Buecher, Walter Chas	St. Clair	Millstadt
Crowder, Paul Ellis	Richland	Claremont

Students who have completed less than one years' work in the four-year course:

Allton, Halcyon Ruth	Peoria	Peoria
Ayers, Clara Pearl	McLean	Normal
Baird, Mazie Mary	Will	Custer Park
Baker, Clara May	McLean	McLean
Banker, Hazel May	Livingston	Fairbury
Behrends, Katharine C	Mason	Easton
Boma, Bertha	Ford	Piper City
Bowersock, Lora Mae	Macon	Maroa
Bradley, Irma Lilian	Peoria	Bartonville
Brown, Winifred Blanche	McLean	Normal
Burdette, Dora Mae	Woodford	Goodfield
Calkins, Hazel Marguerite	Will	Symerton
Cannon, Nora Lucile	Mason	Forest City
Cogley, May	Livingston	Campus
Conger, Gladys Ellen	McLean	Fletcher
Crosby, Florence Irene	McLean	Normal
Crosby, Ida Alleen	McLean	Normal
Curtis, Gertha	McLean	Arrowsmith

NAME	COUNTY	POSTOFFICE
DeSpain, Mrs. Dora	McLean	Heyworth
Donaldson, Effie	Vermilion	Armstrong
Dorrell, Ella Pauline	Mason	Easton
Doubet, Edna Elizabeth	Peoria	Hanna City
Doyle, Anna	McLean	Holder
Doyle, Belle	McLean	Holder
Eaton, Nora Belle	DeWitt	Lanes
Ehresmann, Mary	McLean	Normal
Evans, Anna Long	Logan	Middletown
Fisher, Mabel Florence	Pike	New Canton
Friedley, Edna Allane	Richland	Olney
Frintz, Martha Edna	Iroquois	Cissna Park
Fruit, Mabel Laura	Michigan (State)	Plainwell
Gorman, Ethel	Logan	Beason
Gowdy, Edna Mae	McLean	Bloomington
Grigsby, Sadie Ann	Marion	Centralia
Groff, Junette J.	Richland	Claremont
Gulligord, Nelle M.	McLean	Normal
Gupton, Laura Belle	Logan	Middletown
Hall, Imogene	McLean	Danvers
Hinrichs, Margaret J.	Ford	Sibley
Hockman, Myrtle	Clay	Louisville
Holmes, Olive Blanche	Iroquois	Hoopeston
Holstein, Frances	Adams	Mendon
Hosler, Theresa Lucie	Peoria	Rome
Huber, Eva	Macoupin	McVey
Huber, Mary Anna	Macoupin	McVey
Hughes, Bettie Holiday	Macon	Macon
Hurst, Laurel May	McLean	Normal
Hurst, Luella	McLean	Normal
Ingersoll, Marie	Tazewell	Green Valley
Johnson, Hannah	Ford	Gibson City
Johnson, Hazelle A	Shelby	Shelbyville
Jones, Hilda	DeWitt	Clinton
Joseph, Gladys A.	St. Clair	Freeburg
King, Mabel Clare	Macon	Oakley
Knapp, Matilda Josephine	Woodford	Minonk
Kohler, Viola	Peoria	Peoria
Kreiling, Augusta A.	Mason	Topeka
Kridner, Caroline	Ford	Paxton
League, Mayme E.	Peoria	Chillicothe
Little, Rosa Anna	McLean	Normal
Logsdon, Amy L.	Brown	Mt. Sterling
McCoy, Edna May	Fulton	Canton
McKinley, Edna C.	McLean	LeRoy
Mauzy, Ruth Winona	McLean	Bloomington
Meier, Ella Margaret	Morgan	Meredosia
Meyer, Louise Anna	Tazewell	Manito
Moore, Helen Elizabeth	Richland	Calhoun

NAME	COUNTY	POSTOFFICE
Moore, Inez Arminda	Lawrence	Sumner
Mounts, Alice Bertha	Peoria	Brimfield
Mulladay, Dorothea	Sangamon	Lanesville
Murphy, Martha	Bureau	Ladd
Natterstad, Ida J	Ford	Gibson City
Newsom, Ruby	Brown	Mt. Sterling
Nicol, Mary Agnes	Morgan	Woodson
Nicol, Verl Mary	McLean	Covel
Nixon, Dee Etna	Tazewell	Deer Creek
Norris, Edna Amelia	Marion	Vernon
O'Brien, Sadie Ellen	Will	Wilmington
Pacey, Laura Elizabeth	Peoria	Brimfield
Pemberton, Vida	Mason	Topeka
Peters, Minnie Eva	Peoria	Glasford
Pickering, Florence Belle	McLean	Normal
Pigg, Ruby Winifred	Stark	Neponset
Porter, Ruth G. N	Tazewell	E. Peoria
Richards, Cuba Ethel	De Witt	Farmer City
Riggins, Iva Pearl	Knox	Williamsfield
Robinson, Lael Fern	Livingston	Emington
Ropp, Alvina Irene	Ford	Gibson City
Rose, Amy	McLean	Arrowsmith
Rush, Ella May	Pike	Pittsfield
Sampson, Gertrude M	Livingston	Chatsworth
Schenck, Ruth Anna	Knox	Yates City
Senteny, Ella Elizabeth	Piatt	Atwood
Shaffer, Anna May	Woodford	Kappa
Shaver, Mildred	Sangamon	Lowder
Sholl, Julia	Peoria	Mapleton
Sides, Opal	Brown	Versailles
Simmons, Jessie M	McLean	Bloomington
Stanton, Bertha Edith	McLean	Bloomington
Stevens, Esther	McLean	Bloomington
Stewart, Edna May	McLean	Bloomington
Stewart, Lilian Emily	Peoria	Princeville
Story, Sybil	McLean	LeRoy
Strawbridge, Maud	Tazewell	Green Valley
Stutzman, Laura	Ford	Roberts
Sutton, Mrs. Jeanette	Mason	Kilbourne
Telford, Myra Alda	Livingston	Kempton
Thomas, Nina Barton	Brown	Versailles
Thurman, Hazel	Ford	Paxton
Tucker, Laura Belle	Livingston	Fairbury
Tucker, Nola Mae	Peoria	Princeville
Walkington, Ida Hazel	Peoria	Princeville
Webster, Aaro Vansant	Iroquois	Chebanse
Wertz, Lula Addie	Woodford	Eureka
White, Catharine Grace	McLean	Bloomington
Wilson, Minnie Adell	DeWitt	Weldon

NAME	COUNTY	POSTOFFICE
Woolums, Lydia Esther	McLean	Danvers
Wright, M. Ola	Lawrence	Parkersburg
Yoder, Ella Mae	McLean	Meadows
Zook, Lora Edna	Cass	Chandlerville
Allan, Wm David	McLean	Normal
Anderson, Roscoe Phinish	Mason	Kilbourne
Bennington, Gail C,	Marshall	Minonk
Biddle, Lloyd Pearl	McLean	Normal
Blogg, Clarence Wm,	Will	Symerton
Boggess, Irvin Monroe	Champaign	Homer
Brining, Clarence	McLean	Leroy
Cannon, Thomas	Mason	Forest City
Crookshank, Irl, A	McLean	Heyworth
Cunningham, Kent	Lawrence	Sumner
Curry, Wm. Albert	Sangamon	Chatham
Diver, John Crosby	Lawrence	Sumner
Ellrick, Roy	Macon	Argenta
Farley, John Edgar	Sangamon	Divernon
Fearheilery, Geo. Lewis	Lawrence	Sumner
Foster, Clarence Marion	Vermilion	Rankin
Gher, Ollie	Lawrence	St. Francisville
Glasgow, Elkins Hersman	McLean	Normal
Grounds, Oral Frank	Lawrence	St. Francisville
Gumm, Loren Victor	Menard	Oakford
Hammel, Alvin Henry	St. Clair	Millstadt
Harlan, Samuel G	Hancock	Burnside
Hutchinson, John H,	Lawrence	Sumner
Jackson, Euris	Richland	Calhoun
Keel, Joseph C	Peoria	Trivoli
Kirtright, Fred Logan	Pike	New Canton
Lambird, Harry, Mathias	Jasper	Newton
Lathrop, Levi	Lawrence	Sumner
Long, Orville Jackson	Vermilion	Hoopeston
McCulloch, Harvey Lee	Pope	Golconda
Marshall, Chas. J	McLean	Heyworth
Neill, Ora Ernest	Peoria	Chillicothe
Niestradt, Harry H	Cass	Arenzville
Pace, Ira Cecil	McLean	Normal
Pickens, Darwin Cecil	Jasper	Wheeler
Quick, Wm. Eston	Lawrence	St. Francisville
Quinlan, Wm. T	Champaign	Tolono
Rabe, Fred Stanley	Mason	Forest City
Reed, Homer	Macon	Argenta
Riggs, Claude L	Pike	Bayliss
Roberts, Wm. H	Livingston	Odell
Rowlands, Benjamin	McLean	Lexington
Shaver, John	Sangamon	Lowder
Shields, Roy	Lawrence	W. Salem

NAME	COUNTY	POSTOFFICE
Skiff, Gilbert	Jersey	Fieldon
Smalley, Richard Herbert	Richland	Calhoun
Spry, Chester	McLean	Hudson
Stubblefield, Warren	McLean	McLean
Tarpley, Adney Frances	Lawrence	Parkersburg
Thomas, Ira Cecil	Menard	Oakford
Turner, Geo. Albert	Wayne	Johnsonville
Wright, Orvial,	Lawrence	Sumner
Wright, Owen B.	Lawrence	Parkersburg

UNIVERSITY HIGH SCHOOL

Graduates

Blair, Carrie Mae	McLean	Normal
Brown, Carrie Beatrice	McLean	Normal
Brown, Leota Dee	McLean	Normal
Bush, Jessie Catherine	McLean	Normal
Cherry, Marie Angela	McLean	Bloomington
Coen, Constance	McLean	Normal
Kraft, Helen Martha	McLean	Towanda
Scott, Ruth	DeWitt	Wapella
Triplett, Helen	Pike	Perry
Dougherty, John Francis	Livingston	Chenoa
Reeser, William	Woodford	Eureka
Shirck, Daniel	Peoria	Canton

Fourth Year 37 to 47 Credits

Beggs, Nellie	McLean	Normal
Brown, Helen	McLean	Holder
Holmes, Ruth Jeanette	McLean	Normal
Ambrose, James	McLean	Hudson
Benjamin, Paul Kingsley	McLean	Normal
Courtright, Jay S.	McLean	Normal

Juniors 25 to 36 Credits

Ambrose, Ruth	McLean	Hudson
Brand, Marjorie Lila	McLean	Normal
Cherry, Clara Millicent	McLean	Bloomington
Funk, Lela	McLean	Normal
Hoke, Bertha	Sangamon	Auburn
Spilman, Roberta	McLean	Normal
Tavenner, Helen	McLean	Normal
Welch, Lois	McLean	Bloomington
Wheeler, Leila Ethel	Livingston	Long Point
Briggs, Benjamin Herbert	Tazewell	Minier
Bush, Louis	McLean	Normal
Coolidge, Francis William	McLean	Bloomington
Council, McDonald LaFayette	Logan	Elkhart
Holsen, James Noble	Lawrence	Sumner
Howard, William	McLean	Bloomington
Johnson, Howard	McLean	Normal

NAME	COUNTY	POSTOFFICE
Kasbeer, John Harold	McLean	Normal
LaNoue, Raymond Geo	Iroquois	Ashkum
Liming, Clifford	DeWitt	Maroa
Opper, Walter	Putnam	Granville
Skinner, Glen C	McLean	Hudson
Triplett, Roger	Pike	Perry

SOPHOMORES 13 TO 24 CREDITS

Adam, Isabel Knight	McLean	Normal
Ayers, Louise	McLean	Normal
Froebe, Clara Esther	Logan	San Jose
Funk, Irene Pearl	McLean	Normal
Garlough, Zoe	McLean	Normal
Gaumer, Ina	Marshall	Speer
Harrison, Kate	Sangamon	Auburn
Iles, Katherine Annette	Vermilion	Fairmount
Parr, Dorothy Pennell	(Michigan)	Castle Park
McGraw, Bessie	Woodford	Kappa
Westhoff, Margaret	McLean	Normal
Beggs, Philip	McLean	Normal
Bolin, Russel	McLean	Bloomington
Brown, Carter Pennell	McLean	Normal
Burtis, Edwin	McLean	Hudson
Burtis, Ralph Wm	McLean	Hudson
Collins, George C	Pike	New Canton
Cox, Carroll Downey	McLean	Normal
Davis, Louis Eddy	McLean	Bloomington
Easterbrook, Oliver	McLean	Normal
Felmley, John Benjamin	McLean	Normal
Hall, Harry H	McLean	Bloomington
Hammitt, Floyd	Pike	Bayliss
Howe, Ethan	McLean	Normal
Liggitt, Fred Gregory	McLean	Normal
McColley, William	McLean	Normal
McCord, Orville	McLean	Normal
Macy, Cecil Wengert	McLean	Normal
Reeder, Samuel James	McLean	Bloomington
Reynolds, Merle H	McLean	Normal
Schneider, Oscar	McLean	Normal
Schroen, Lester Henry	Tazewell	Washington
Smith, Dudley Chase	McLean	Normal

FRESHMEN 12 CREDITS OR LESS

Bishop, Chloe Louise	McLean	Heyworth
Bishop, Dorothy C	McLean	Heyworth
Blair, Hazel Oneita	McLean	Normal
Brand, Mildred Dorothy	McLean	Normal
Brusch, Anna Sara	McLean	Normal
Burtis, Floss	McLean	Hudson
Collins, Anna	Pike	New Canton

NAME	COUNTY	POSTOFFICE
Delaney, Catherine Esther	McLean	Holder
Eaton, Alice Cora	McLean	Normal
Gasaway, Alice Elizabeth	McLean	Normal
Hubbartt, Lucy	McLean	Normal
Johnson, Esther Louise	McLean	Normal
Johnson, Marian	McLean	Normal
Killian, Kathaleen	McLean	Hudson
Manchester, Miriam	McLean	Normal
Milstead, Venah	Cass	Chandlerville
Nicol, Edith Margaret	Morgan	Woodson
Pengra, Beathrice Iva	McLean	Normal
Powell, Lydia Irene	McLean	Normal
Riseling, Pearl Rudrey	McLean	Bloomington
Sadler, Clella Mae	McLean	Normal
Sherman, Jessie	McLean	Carlock
Short, Myrtha	DeWitt	Wapella
Spry, Eva Mae	McLean	Hudson
Stead, Vivian Esther	Macoupin	Girard
Sutter, Ineze Genevieve	McLean	Heyworth
Winchelle, Helen	McLean	Normal
Aikin, Homer Virgil	Warren	Monmouth
Barnard, Leonard Francis	McLean	Towanda
Carrithers, Henry	McLean	Hudson
Courtright, Russell	McLean	Normal
Dudgeon, Everett	Grundy	Morris
Duff, Paul McBride	McLean	Normal
Foster, John Browning	McLean	Normal
Froebe, Milton Edward	Logan	San Jose
Grubb, Rob't Willis	Adams	Liberty
Harnly, Morris Henry	McLean	Normal
Harrison, Philip	Sangamon	Auburn
Holmes, Parker Manfred	McLean	Normal
Iles, Jacob Henry	Vermilion	Fairmount
Keating, John	DeWitt	Wapella
Kempf, Oscar Fred	St. Clair	Millstadt
Little, Allen Joseph	McLean	Normal
Little, Charles Leslie	McLean	Normal
McDowell, Guy Waldo	Johnson	Belknap
Martin, Paul Howard	McLean	Normal
Mortland, Erroll	McLean	Farmer City
Mundell, Virgil Barnes	Livingston	Fairbury
Penner, Rolland Arthur	McLean	Normal
Sage, Albert	McLean	Normal
Steward, Hanley	McLean	Randolph
Washburn, Rob't Glen	McLean	Normal
White, Raymond	McLean	Normal
Wightman, Arlo Pearson	McLean	Holder
Wilson, Lyndon Rutledge	McLean	Normal

SUMMER SCHOOL ENROLLMENT 1910

NAME	COUNTY	POSTOFFICE
Abbott, Blanche D	Cook	Chicago
Abbott, Lura B	Champaign	Mahomet
Adams, June Loel	Lawrence	Lawrenceville
Adams, Stella Mary	Peoria	Princeville
Adamson, Amanda	Richland	Claremont
Albrecht, Hilda LuElla	Bureau	Tiskilwa
Alkire, Hallie	Menard	Greenview
Allen, Bertha May	Pike	Pittsfield
Allison, Bessie Irene	Menard	Greenview
Allison, Helen Eloise	(Ohio)	Norwood
Allison, Myrtle Flo	Iroquois	Onarga
Amacher, Lillie Salome	Livingston	Strawn
Ambrose, Ruth	McLean	Hudson
Amerman, M. Eddis	McLean	Danvers
Anderson, Edna Elizabeth	Tazewell	Delavan
Anderson, Eva May	Brown	Mt. Sterling
Andrews, Lida	Vermilion	State Line
Archer, Irene A	Macon	Decatur
Armstrong, Clara Fay	Tazewell	Delavan
Armstrong, Dora	Sangamon	Glenarm
Arnold, Stella Lyx	Tazewell	East Peoria
Atkeson, Amytis	Jersey	Grafton
Ault, Vena Emma	Montgomery	Hillsboro
Auten, Edith	Greene	White Hall
Avey, Mrs. Lillian	McLean	LeRoy
Bagby, Edith Perry	Adams	Quincy
Bahney, Elise Ruth	Macon	Casner
Bailey, Iva Marie	(South Dakota)	Dell Rapids
Bailey, Josephine B	Henry	Geneseo
Bailey, Mayre Elizabeth	Sangamon	Divernon
Bailey, Charline Helen	Livingston	Fairbury
Baine, Mary Jane	McLean	Bloomington
Baker, Della Frances	Henry	Geneseo
Baker, Edith Hanna	Adams	Quincy
Baker, Florence	Woodford	ElPaso
Baker, L. Pauline	McLean	Heyworth
Baker, Mary Elizabeth	Greene	White Hall
Baker, Mildred	McLean	McLean
Baker, Olive Annie E	McLean	Bloomington
Baker, Ruth Naomi	Adams	Ursa
Baldwin, Sarah Elizabeth	Adams	Baldwin
Bally, Hallie	Woodford	Benson
Baltzley, Mary	Christian	Assumption
Bane, Flora	McLean	Arrowsmith
Barber, Flossie Emma	LaSalle	Lostant
Barkdoll, Glenna A	Tazewell	Tremont
Barnett, Bertha	Brown	Versailles
Barnett, Ona Belle	Vermilion	Danville

NAME	COUNTY	POSTOFFICE
Barnett, Verna May	Macon	Decatur
Barnstable, Bessie	Macoupin	Medora
Barry, Mary Ellen	Bureau	Tiskilwa
Barth, Oella	Edgar	Chrisman
Bastian, Blanche L	Mason	Easton
Batchelder, Edna	Sangamon	Springfield
Bateman, Anna Laura	McLean	Bellflower
Bateman, Mrs. Forence	Stark	LaFayette
Bateman, Martha	McLean	Bellflower
Bates, Alice	Woodford	Minonk
Bates, Margaret M	Greene	Roodhouse
Bath, Mabel	Fulton	Cuba
Bauer, Mary Jeannette	Iroquois	Watseka
Bay, T. Laura	McLean	LeRoy
Beal, Zella Fern	Peoria	Peoria
Beardsley, Irma	Kankakee	Buckingham
Beck, DeEtte	Iroquois	Chebanse
Beedle, Gertrude C.	Will	Plainfield
Beggs, Nellie Mary	McLean	Normal
Bell, Hallie Opel	McLean	Bloomington
Bell, Jessie Henrietta	Will	Plainfield
Bell, Mary Ann	Mason	Saidora
Bell, Myra Edith	Sangamon	Lowder
Bell, Myrtle	Marshall	Varna
Benedict, Lottie	Woodford	Minonk
Berry, Emma Alta	Pike	Pleasant Hill
Bickerdike, Nannie	Pike	Griggsville
Bishop, Ruth Espy	McLean	Livingston
Black, Alma Avis	Mason	Mason City
Black, Frances May	Hancock	Pontoosuc
Blackburn, Eunice R.	McLean	Normal
Blackwell, Pearl	McLean	Bloomington
Blaine. Gladys Elizabeth	Ford	Piper City
Blaine, Helen E	Ford	Piper City
Blair, Frances Mae	Tazewell	Mackinaw
Blake, Edith Mary	Livingston	Pontiac
Bleisch, Alma Martha	St. Clair	New Athens
Blevins, Lusettie	Macoupin	Atwater
Blevins, Olive May	Macoupin	Atwater
Blue, Dora	White	Carmi
Blum, Hilda.	St. Clair	Lebanon
Bodamer, Dessie E	Piatt	Hammond
Boetger, Mabel Betty	(Colorado)	Denver
Boehrnsen, Amanda	Iroquois	Martinton
Boggess, Edith Elliot	Vermilion	Catlin
Boles, Alice	Mason	Kilbourne
Bolliger Salome	Tazewell	Deer Creek
Borgelt, Clara	Mason	Havana
Bosler, Vesta Vella	Piatt	DeLand

NAME	COUNTY	POSTOFFICE
Bostick, Daisy J	Peoria	Peoria
Boswell, L. Louise	Iroquois	Loda
Boswell, Ozella Claire	Iroquois	Loda
Bothel, Clara Belle	Macon	Decatur
Botts, Cora Imogene	Hancock	Plymouth
Boughnton, Bessie	Iroquois	Watseka
Bower, Lillian Leila	Stephenson	Freeport
Bowsher, Alzina	Piatt	DeLand
Boyd, Mabel Blanche	LaSalle	Rutland
Boyd, Mildred	McLean	Chenoa
Boyd, Rosa M	LaSalle	Streator
Bramer, Jessie Mae	Madison	Granite City
Brand, Lila Marjorie	McLean	Normal
Brandenburg, Cora	(North Dakota)	Michigan
Brandon, Minita	DeWitt	Farmer City
Brau, Josie C	Stephenson	Freeport
Brennan, Clara H	McLean	Bloomington
Brett, Florence C	McLean	Bloomington
Brewer, Edna Catherine	McLean	Bloomington
Brickner, Esther	Tazewell	East Peoria
Bridge, Eva Pearl	Grundy	South Wilmington
Bridges, Ildria	Jasper	Willow Hill
Briggs, May	Iroquois	Wellington
Bristol, Lettie	Jefferson	Opdyke
Brock, Edith	McLean	Normal
Brockway, Daisy L	Will	Plainfield
Brockway, Rosalia	Will	Plainfield
Brooks, Ida Helen	Woodford	ElPaso
Brooks, Myrtle Lena	Madison	Marine
Brown, Carrie Beatrice	McLean	Normal
Brown, Mrs. Clara B	Fayette	Vandalia
Brown, Elizabeth E	Pike	Barry
Brown, Grace Ellen	McLean	Normal
Brown, Jennie Muriel	Pike	Barry
Brown, Jessie L	Peoria	Trivoli
Brown, Jimmie Lee	McLean	Bloomington
Brown, Leila May	McLean	Bloomington
Brown, Leota Dee	McLean	Normal
Brown, Lucy Fern	McLean	Downs
Brown, Margaret Louise	Menard	Athens
Browning, Leta Fern	McLean	Bloomington
Bruce, Alta Laura	Edwards	Albion
Brule, Beatrice Lillian	Kankakee	Kankakee
Brusch, Elsie Marie	McLean	Normal
Bryant, Maurine B	McLean	Bloomington
Bubeck, Lydia C	Henry	Geneseo
Buckles, Alta	McLean	Downs
Buell, Mabel	Henry	Geneseo
Bugg, Elsie Emelia	St. Clair	O'Fallon

NAME	COUNTY	POSTOFFICE
Builta, Lydia	Woodford	Eureka
Burbridge, Opel Mae	Pike	Pittsfield
Burdan, Julia Myrtle	Iroquois	Rankin
Burdette, Alice Faye	McLean	Downs
Burdette, Dora Mae	Woodford	Goodfield
Burdette, Lottie Elizabeth	Woodford	Goodfield
Burke, Daisy Margaret	McLean	Bloomington
Burnham, Mary	Mason	Mason City
Burnham, Pansy	Mason	Mason City
Burns, Edna	Peoria	Princeville
Burns, Imogen	Menard	Sweetwater
Burton, Mary B. I. K.	Woodford	Minonk
Bush, Ada L.	Livingston	Manville
Bush, Jessie Catherine	McLean	Normal
Buss, Matilda Mattie	Richland	Olney
Butler, Ethel Lavisa	Macoupin	Palmyra
Butler, Mabel Gertrude	Tazewell	Tremont
Cable, Myrtle Belle	McLean	Downs
Cain, Verda Mae	Macoupin	Piasa
Caine, Lida Elizabeth	Livingston	Cornell
Caldwell, Ruth E	McLean	Bloomington
Calkin, Pearl	Iroquois	Crescent City
Callahan, Ruby M.	Iroquois	Milford
Callaway, Alice	Henry	Orion
Calvin, Mary Elizabeth	Schuyler	Huntville
Cameron, Mae	Macoupin	Mt. Olive
Campbell, Bert	Williamson	Marion
Cancienne, Blanche	Christian	Assumption
Canine, Ione	Iroquois	Sheldon
Carlquist, Laura E.	McLean	Bloomington
Carmody, Edith	Greene	Carrollton
Carmody, Mary L.	McLean	Bloomington
Carney, Ruth Hope	Ford	Sibley
Carns, Guyon Mary	(Missouri)	Webb City
Carpenter, Elsie H.	Marshall	Henry
Carr, Bernice A.	Tazewell	Armington
Carr, Mamie Aileen	Pike	Barry
Carroll, Madalon	McLean	Bloomington
Carson, Margaret H.	Peoria	Peoria
Carson, Sue	Champaign	Mahomet
Cation, Catherine	Knox	Williamsfield
Cavins, M. Grace	Coles	Mattoon
Chamberlian, Eloise	McLean	Normal
Chamberlian, Essie	McLean	Normal
Chamberlian, Vida	McLean	Normal
Changnon, Edna M.	Kankakee	St. Anne
Chapman, Mabel	Montgomery	Witt
Cheek, Sylvia	DeWitt	Clinton
Cherry, Clara Millicent	McLean	Bloomington

NAME	COUNTY	POSTOFFICE
Cherry, Marie Angela	McLean	Bloomington
Chesebro, Lillian	Christian	Taylorville
Childs, Noma May	Mason	Mason City
Chism, Mattie A	McLean	Normal
Chism, Stella Josephine	McLean	Normal
Chittenden, Ruth E	Adams	Menden
Christians, Daisy	Woodford	Minonk
Churchill, Grace	Will	Frankfort
Clabaugh, Lillian	Clinton	Carlyle
Clapper, Ina Victoria	Adams	Mendon
Clark, Edna M	Woodford	Lowpoint
Clark, Hazel Lucille	Livingston	Ancona
Clark, Ina Clarissa	Pike	Barry
Clark, Martha C	Woodford	Lowpoint
Clark, Mary Alma	Adams	Quincy
Clarke, Viola Elizabeth	Iroquois	Sheldon
Clausen, Clara Alice	Woodford	Secor
Cleary, Elizabeth C	Kankakee	Momence
Clevenger, Jessie H	Macoupin	Carlinville
Cline, Jessie M	DeWitt	Clinton
Clithero, Jennie D	Grundy	Mazon
Coates, Grace	Iroquois	Gilman
Cochran, Esther	Moultrie	Sullivan
Coen, Eleanor	McLean	Normal
Coffey, Carolyn	Macoupin	Virden
Coffey, Margaret Ruth	Macoupin	Virden
Cohenour, Rose E	Pike	Pittsfield
Cole, Cordie L	Champaign	Ludlow
Colehower, T. Helen	McLean	Normal
Collett, Vivian Lucile	Moultrie	Lovington
Conway, Kate E	St. Clair	East St. Louis
Conway, Stella Mary	LaSalle	LaSalle
Cook, Mrs. Dora Edna	McLean	Bloomington
Cook, Harriet	Adams	Payson
Cook, Ruby Viola	Macoupin	Medora
Cook, Vinnie	(Missouri)	Hannibal
Coon, Elsie May	Peoria	Chillicothe
Coon, Florence Gertrude	Piatt	Mansfield
Coone, Mary Ellen	McLean	Heyworth
Cooper, Annetta Belle	McLean	Normal
Cooper, Ethel	Tazewell	Washington
Cooper, Myrtle Jane	McLean	Normal
Cope, Ethel	McLean	LeRoy
Coquilette Tressa M	Richland	Olney
Corgan, Jessie	(Missouri)	St. Louis
Coursey, Beulah	Ogle	Polo
Courtright, Bessie	McLean	Normal
Courtright, Daphne	Richland	Calhoun
Courtright, Iva Leanora	Richland	Calhoun

NAME	COUNTY	POSTOFFICE
Courtright, Minetta	McLean	Normal
Cowan, Elizabeth Shelby	Macoupin	Girard
Cowan, Eva Stuart	McLean	Normal
Cox, Aradella Jeannette	Bond	Mulberry Grove
Cox, Edith May	McLean	Normal
Cox, Luella Marie	Bond	Mulberry Grove
Cox, Melissa	DeWitt	Farmer City
Coyle, Mattie Mitchell	McLean	Gridley
Craig, Cora Ella	Livingston	Fairbury
Craig, Edith Marion	McLean	Normal
Craig, Edith Violet	McLean	Normal
Craig, Mrs. Emma E	McLean	Normal
Craig, Luda	(Missouri)	Hannibal
Craig, Jessie Myrtle	Fayette	Vandalia
Crain, Alma	Pulaski	Villa Ridge
Crain, Ollie E	Logan	Lake Fork
Crewes, Frances	McLean	Normal
Crookshank, Rachel E	McLean	Randolph
Cross, Fanny Edithe	Mason	Mason City
Cross, Edythe	Mason	Decatur
Croughan, Leonora	Clay	Flora
Crow, Mrs. Charlotte	Greene	Carrollton
Crowley, Bertha	Jasper	Newton
Crum, Lena May	DeWitt	Clinton
Curlee, M. Lillian	Mason	Havana
Curtin, Katherine	Grundy	Gardner
Curtin, Nelle	Grundy	Gardner
Curtis, Laure Matilda	Mason	San Jose
Curtis, Verna Marion	Iroquois	Loda
Cusack, Nora	Peoria	Edwards
Cushing, Lottie	Woodford	Minonk
Cushing, Maude R	Will	Wilmington
Daily, Grace Alice	Lawrence	Sumner
Dale, Belle E	Champaign	Mahomet
Dalton, Mary	McLean	Towanda
Daly, Sadie E	Jersey	Jerseyville
Daniel, Myrtle Eva	Cass	Ashland
Daoust, Elizabeth	St. Clair	Millstadt
Darby, Fanny L	Jersey	Jerseyville
Darling, Mrs. Sarah	Peoria	Peoria
Darrow, Olyve Sa Lees	St. Clair	O'Fallon
Dauphin, Bessie Aurelia	St. Clair	Caseyville
David, Bessie Emma	McLean	Normal
David, Effie Dinah	McLean	Normal
David, Hannah	McLean	Normal
Davidson, Amber	Peoria	Peoria
Davidson, Lillie Edith	Tazewell	Armington
Davies, Elsie Elizabeth	Peoria	Peoria
Davis, Cora Ethel G	Cass	Chandlerville

NAME	COUNTY	POSTOFFICE
Davis, Mabel Frances	Woodford	ElPaso
Davis, Mildred Alice	Woodford	ElPaso
Davis, Mrs. Minnie E	Champaign	Sidney
Davis, Vida Gertrude	Woodford	Benson
Davidson, Lela Belle	Woodford	Minonk
Dawson, Ida May	DeWitt	DeWitt
Dawson, Jeannette B	Champaign	Ivesdale
Dawson, Myrtle L	Fulton	Cuba
Dawson, Nettie	Woodford	ElPaso
Day, Elaine	Greene	Carrollton
Day, Pearl M	Marshall	Varna
Dearth, Mabel Althea	Woodford	Eureka
Deaton, Bessie May	Vermilion	Cheneyville
DeBow, Bessie Louisa	Peoria	Princeville
Decker, Genevieve	Vermilion	Hoopeston
Deem, Gertrude Eva	Madison	Upper Alton
DeFries, Zora Frances	Ford	Melvin
DeMoss, Bessie	Adams	Camp Point
DeMoulin, Dora Edna	Madison	Highland
DeMoure, M. Leota	Iroquois	Ashland
Dempster, Pearl E	Madison	Venice
Denholm, Gertrude	Woodford	Minonk
Denholm, Nina	Woodford	Minonk
Dennis, Sarah H	Pike	Chambersburg
Detwiler, Miriam	Mercer	Aledo
Detwiler, Violet Catherene	Mercer	Aledo
Deuterman, Bessie F	Logan	Lincoln
Dillard, Laura Blanche	Tazewell	Deer Creek
Dillavou, Ruth Azalia	Woodford	Washburn
Diller, Elsie Winifred	Champaign	Rantoul
Dillman, Dantzelle	Clay	Flora
Dills, Marian L	Macon	Decatur
Dines, Ethel May	Vermilion	Muncie
Dingeldine, Bessie E	McLean	Normal
Dingeldine,Mabel J	McLean	Normal
Dodson, Elsie	Clinton	Carlyle
Dooley, Lillian A	McLean	LeRoy
Doran, Sadie Grace	Iroquois	Milford
Dougherty, Francis M	Tazewell	Warhington
Dowty, Carrie Ann	McLean	Normal
Dowty, Edith Mary	McLean	Normal
Dowty, Katherine E	McLean	Normal
Drechsler, Eva C	Mason	Easton
Dresser, Fern Flora	Morgan	Jacksonville
Drew, C. Lilian	Ford	Kempton
Duff, Julia E	McLean	Normal
Duis, Minnie Lousie	Madison	Dorsey
Dunbar, Laura Lou	McLean	Normal
Dunham, Mrs. Myrtle	Macon	Argenta

NAME	COUNTY	POSTOFFICE
Dunham, Ruby	Pike	Griggsville
Dunlap, Elizabeth	Livingston	Pontiac
Dunn, Katherine	McLean	Bloomington
Durkee, Mildred Neva	Whiteside	Fulton
Duvall, Fae	Macon	Argenta
Dye, Helene Fae	McLean	McLean
Dyekman, Eva K	McLean	Bloomington
Eckersby, Sadie	Iroquois	Wellington
Eckman, Mabel M	Vermilion	Hoopeston
Edborg, Carrie	McLean	Bloomington
Edwards, Mabel A	Greene	Roodhouse
Edwards, Vivian	St. Clair	East St. Louis
Eggenberger, Fredrica	Livingston	Emington
Ehresman, Verdie A	Ford	Roberts
Ehrgott, Gertande	Adams	Mendon
Ehrgott, Mabel Isabel	Adams	Mendon
Ehrnthaller, Katherine Anges	Marshall	Toluca
Elder, Geneva Ruth	Christian	Auburn
Elkington, Anna Lora	Macoupin	Medora
Ellis, Dottie Olive	McLean	Normal
Ellis, Rachel Gwendolyn	McLean	Normal
Ennis, Elizabeth Minnie	Menard	Petersburg
Ensor, Clara Edith	Richland	Olney
Epling, Susan Adeline	Morgan	Waverly
Eppstein, Grace Janice	Livingston	Fairbury
Eppstein, Jessie	Livingston	Fairbury
Ernst, Mabel	McLean	Normal
Etchison, Carrie	Iroquois	Cissna Park
Eubanks, Leora	DeWitt	Farmer City
Evans, Alice	Christian	Taylorville
Evans, Bessie L	Greene	White Hall
Evers, Caroline May	St. Clair	East St. Louis
Eyestone, Laura Mary	McLean	Normal
Factor, Mary	Brown	Mt. Sterling
Fahrnkopf, Mrs. Amy	Edgar	Metcalf
Falvey, Kathryn M	Champaign	Ludlow
Faulkner, Edith Flo	Madison	Granite City
Fawcett, Sara A	Marshall	Henry
Feehan, Stacia	(Iowa)	Ottumwa
Felmley, Ruth D	McLean	Normal
Ferree, Annette Desmond	Tazewell	Minier
Fielder, Johanna	Calhoun	Batchtown
Fields, S. Victoria	McLean	Bloomington
Finley, Jessie M	Iroquois	Watseka
Finley, Catherine	DeWitt	Clinton
Fisher, Mabel S	Logan	Lincoln
Fisher, Mamie Etta	Piatt	Bement
Fisher, Ollie May	Piatt	Bement
Fisherkeller, Helen M	McLean	Bloomington

NAME	COUNTY	POSTOFFICE
Fisk, Hazel D	Livingston	Dwight
Fisk, Lillian Franc	Livingston	Dwight
Fitch, Ethel Bernice	Richland	Olney
Fitzgerrell, Joy L	McLean	Normal
Flack, Edna Eunice	Adams	Ursa
Flanigan, Estelle	Kankakee	Reddick
Fleming, Jennie	Stark	Toulon
Fleming, Lula	Kankakee	Herscher
Foote, Ida F. K	Pike	Pittsfield
Force, Julia	Mason	Saidora
Foreman, Lela Blanche	Pike	Pittsfield
Forney, Faye Winifred	Peoria	Brimfield
Forrest, Harriet C	Iroquois	Ashkum
Forth, Fannie Robert	Champaign	Ludlow
Foster, Claire Elaine	Ford	Paxton
Fox, Ethel E	Vermilion	Hoopeston
Fox, Nellie May	Peoria	Peoria
Frankenburger, Jessie	Henry	Alpha
Frazier, Eva Ruth	Adams	Ursa
Freitag, Vina	Tazewell	Mackinaw
Frey, Lydia Mayme	Livington	Gridley
Froebe, Esther	Mason	San Jose
Froebe, Lulu	Mason	San Jose
Fruit, C. Clementine	(Michigan)	Plainwell
Fruit, L. Mabel	(Michigan)	Plainwell
Fry, Mrs. Nora May	Menard	Petersburg
Fugh, Ella S	McLean	Lexington
Fulton, May C	Woodford	Minonk
Funk, Annabelle	Adams	Mendon
Furnish, Myrtle Pearl	Piatt	White Hall
Furrer, Anna Mary	Mason	Easton
Gaddis, Ethel Pearl	McLean	Carlock
Gaddis, Hazel Irene	McLean	Carlock
Gale, Gertrude F	Piatt	Pierson Station
Gallagher, Julia A	Woodford	Minonk
Gallagher, Bessie E	Woodford	Minonk
Garvin, Mary Beatrice	Pike	Pittsfield
Gearhart, Anna F	Adams	Quincy
Geiling, Aleta Belle	DeWitt	Clinton
Geisler, Hazel Lucile	Mason	Kilbourne
Gent, Alice Edith	Macoupin	Brighton
Gentry, Myrtle G	Piatt	Hammond
Genung, Ruth	Champaign	Rantoul
Gerling, Lena	McLean	Bloomington
Gibbons, Katie Marie	Iroquois	Buckley
Gibeaut, Mae	McLean	Normal
Gibson, Helen F	McLean	Bloomington
Giebelhausen, Lena	Tazewell	Peoria
Giffin, Eulalia	Tazewell	Tremont

NAME	COUNTY	POSTOFFICE
Gilchrist, Mae	Macoupin	Virden
Gildersleeve, Alice Marie	McLean	Hudson
Gildersleeve, Annie Lucile	McLean	Hudson
Gildersleeve, M. Elsie	McLean	Hudson
Gilfillan, Bessie Ellen	Peoria	Chillicothe
Gilfillan, Kathryne I	Peoria	Chillicothe
Gill, Nora May	Wayne	Ellery
Gillespie, Evangeline	Piatt	Harris
Giolma, Olive M	Livingston	Manville
Glanzner, Alma	Clinton	Trenton
Glaze, Daisy Elizabeth	Brown	Versailles
Glenn, Hazel Cuba	DeWitt	DeWitt
Goelzer, Rae Gertrude	McLean	Bloomington
Gollier, Floss Ruth	Greene	Roodhouse
Gooding, Elma Pearl	Iroquois	Watseka
Goodwin, Bessie M	Peoria	Chillicothe
Goodwin, Jessie May	Peoria	Chillicothe
Gordon, Helen Lucile	Morgan	Jacksonville
Gordon, Winifred	Iroquois	Watseka
Gottschalk, Louise	McLean	Bloomington
Grant, Bertha	McLean	Bloomington
Gray, A. Rebecca	Piatt	DeLand
Gray, Effie	Knox	Galesburg
Gray, Erie Grace	Piatt	DeLand
Gray, Lillian	Adams	Coatsburg
Gray, Mattie A	Livingston	Forest
Green, Alta E	Grundy	Gardner
Green, Luna Grace	White	Norris City
Green, Marie A	Mason	Mason City
Green, Sarah Jenny	Vermilion	Danville
Greer, Jessie May	Greene	White Hall
Gregg, Grace Baker	Gallatin	Omaha
Gregory, Gwendolin Ivy	McLean	Lexington
Gregory, Mary D	McLean	Bloomington
Griffin, Marian M	Vermilion	Danville
Griggs, Dorothy Deane	Sangamon	Springfield
Grissom, Mabel G	Mason	Kilbourne
Groves, Elizabeth Ellen	Macoupin	Bunker Hill
Groves, Margaret S	Macoupin	Bunker Hill
Guede, Margaret E	Marshall	Lacon
Gunn, Jennie C	Woodford	ElPaso
Gurney, Pearl Hortense	Christian	Pana
Guthrie, Edna Anna	Fulton	Vermont
Gylander, Laura M	Ford	Paxton
Habecker, Bessie M	McLean	Danvers
Hahn, Lora Etna	Greene	Roodhouse
Haines, M Elizabeth	Lawrence	Vincennes
Hall, Estella M	Iroquois	Donovan
Hall, Grace B	Madison	Collinsville

NAME	COUNTY	POSTOFFICE
Hall, Letha	Piatt	Atwood
Hall, Mary Ruth	Piatt	Bement
Hall, Maud	McLean	Bloomington
Hall, Nelle M	Piatt	Monticello
Hall, Rose Grace	Madison	Granite City
Halpin, Mayme L	Kankakee	Momence
Hamer, Margaret E	Logan	Hartsburg
Hamer, Theada A	Logan	Hartsburg
Hamm, Florence K	Champaign	Fisher
Hampel, Bertha Mae	Champaign	Champaign
Hamson, Mildred	Mason	Mason City
Hanson, Clara	Livingston	Pontiac
Harkins, Edith L	LaSalle	Tonica
Harkins, Edna	LaSalle	Tonica
Harper, Lois May	Peoria	Glasford
Harper, Lorena May	Peoria	Hanna City
Harper, Mae Grace	Hancock	Carthage
Harper, Pearl Violet	Hancock	Carthage
Harpster, Lucy	Richland	Olney
Harrell, Ida	Clay	Louisville
Harrison, Alice	Fayette	Vera
Hart, Elizabeth S	McLean	Shirley
Harvey, Eva	Pike	Griggsville
Haven, Grace Schier	Greene	White Hall
Hawbaker, Julia	Piatt	Mansfield
Hawkins, Mrs.	Greene	Greenfield
Hawthorne, Rebecca	McLean	Colfax
Hayden, Ursula M	Woodford	ElPaso
Haye, Josephine	Mason	Havana
Hayes, Ella	McLean	Gridley
Hayes, Kathryn A	Scott	Manchester
Hayes, Loretta M	McLean	Bloomington
Hazlett, Isabel	McLean	Bloomington
Hazlett, Ruby Violet	Iroquois	Milford
Hedden, Inez	McLean	Bloomington
Hendrickson, Mrs. Addie	McLean	Normal
Henry, Alta Virginia	McLean	Bloomington
Henry, Nellie Lucile	Logan	Lincoln
Henry, Rie	Peoria	Princeville
Hermann, Linda Susan	Madison	Highland
Herriott, Ella	Champaign	Mahomet
Hershey, Helen Marion	Christian	Stonington
Hester, June	McLean	Saybrook
Hester, Lucy Edna	McLean	Saybrook
Hewitt, Grace Augusta	Macoupin	Chesterfield
Hewitt, Sadie	Adams	Mendon
Heyer, Lilly Lucy	Macoupin	Brighton
Hibarger, Bessie I	Ford	Sibley
Hibbs, Catherine Amerlia	McLean	Lexington

NAME	COUNTY	POSTOFFICE
Hieronymus, Vern	Logan	Atlanta
Higgins, Irma May	Ford	Gibson City
Higgins, Leanora	Livingston	Pontiac
Hiles, Marie	Jasper	Hunt
Hiles, Rosa	McLean	Normal
Hill, Lola Belle	Mason	Manito
Hinderliter, Anna	Fulton	Cuba
Hixson, Leah Hope	Peoria	Peoria
Hoagland, Leona	Menard	Petersburg
Hofman, Kathryn	Tazewell	Mackinaw
Hoge, Lucy Belle	LaSalle	Wenona
Hoge, Marie	LaSalle	Wenona
Holliday, Katherine	Adams	Quincy
Hollowell, Olevia	DeWitt	Farmer City
Holmes, Alice	Piatt	DeLand
Holmes, Ruth Jeannette	McLean	Normal
Holstein, Erma	Adams	Mendon
Hook, Ida May	Moultrie	Lovington
Hord, Rose	Christian	Taylorville
Horney, Gladys Lind	McLean	Colfax
Houck, Clara Barth	Macoupin	Bunker Hill
House, Bessie Leone	Greene	Patterson
House, Eda B	Pike	Barry
Houseman, Gertrude	Clinton	Carlyle
Houston, Lea Oma	Brown	Timewell
Howard, Elora E	Pulaski	Mound City
Howard, Hope	Champaign	Rantoul
Howard, Mabelle	McLean	LeRoy
Howe, Nina Pearl	Christian	Assumption
Hoye, Sade M	Grundy	Morris
Huffington, Grace M	McLean	Normal
Huffman, Edith Mae	Tazewell	Pekin
Hughes, Alice	Woodford	Minonk
Hulbert, Eva Lena	Mason	Havana
Hulse, Dora Maude	Adams	Fowler
Hunt, Katie	McLean	Saybrook
Hunter, Bessie May	Will	Frankfort
Hursh, B. Mabel	Fayette	Vandalia
Hursh, Ina Bernice	Fayette	Vandalia
Husmann, Marie	Menard	Petersburg
Hyatt, Edith	Greene	White Hall
Icenogle, Nettie	Brown	Hersman
Ingham, Carrie Lucretia	Macoupin	Brighton
Irwin, Alta Eloise	McLean	Normal
Irwin, Doris Claire	McLean	Normal
Jackson, Nettie May	Marshall	Rutland
Jacobs, Lydia Elizabeth	Mason	San Jose
Jacobs, Olive Isabel	Livingston	Emington
James, Josephine	Madison	Collinsville

NAME	COUNTY	POSTOFFICE
James, Mary E	Vermilion	Hoopeston
Janssen, Margaretha	Peoria	Peoria
Janssen, Minnie B	Woodford	Minonk
Jasper, Lela Mae	Scott	Manchester
Jasper, Zora Lee	Scott	Manchester
Jayne, Ethel B	Montgomery	Nokomis
Jayne, Meda Grace	Montgomery	Nokomis
Jenkins, Adelaine H	Woodford	ElPaso
Jenny, Lucie A	Clinton	Highland
Jerauld, Mada Zitella	(Indiana)	Vincennes
Jockisch, Rebecca R	Mason	Havana
John, Mellie	Grundy	Gardner
Johnson, Carrie	Mason	Saidora
Johnson, Clara Belle	Clinton	Carlyle
Johnson, Ellen Catherine	Ford	Paxton
Johnson, Florence	McLean	Normal
Johnson, Hyla	Tazewell	Minier
Johnson, Louise	Greene	Carrollton
Johnson, Muriel L	Livingston	Roberts
Johnston, Edna Mae	McLean	Normal
Johnston, Mae	McLean	Hudson
Johnstone, Lela Mae	Christian	Stonington
Jones, Edith Gladys	McLean	Bloomington
Jones, Ethel Jeannette	Cass	Ashland
Jones, Mae	Logan	Atlanta
Joy, Letta	Sangamon	Loami
Justice, Gertrude	Marshall	Varna
Kaffer, Frances	Greene	Carrollton
Kaiser, Olive M	Hancock	Dallas City
Kamman, Millie L	Kankakee	Kankakee
Karr, Agnes Fay	DeWitt	Wapella
Kastl, Emma Katherine	Piatt	Monticello
Kaywood, Edith M	McLean	Bloomington
Kearns, Margaret L	Champaign	Philo
Keck, Marguerite A	McLean	Bloomington
Keightly, Ola	Tazewell	Armington
Keller, Daisy Van Pelt	Peoria	Peoria
Keller, Lorena	McLean	Bloomington
Keller, May Van Pelt	Peoria	Peoria
Keller, Nina Olive	Livingston	Fairbury
Kelson, Fanny H	McLean	Bloomington
Kemp, Anna Belle	McLean	Normal
Kendall, Mary Lilly	DeWitt	Farmer City
Kendler, Ann	Sangamon	Divernon
Kennedy, Carrie Mae	McLean	Normal
Kerrick, Elsie E	Woodford	Minonk
Kershner, Edna Mae	McLean	Bloomington
Kessler, Frances Flower	McLean	Bloomington
Keys, Anna Ward	McLean	Normal

NAME	COUNTY	POSTOFFICE
Keys, Hazel Jago	McLean	Normal
Kice, Laura	Tazewell	Washington
Kiger, Ellen Owen	McLean	Normal
King, Lucile Cordelia	LaSalle	Tonica
Kinsey, Clara Nora	McLean	Normal
Kinsey, Grace Ethel	Marion	Centralia
Kirby, Edna Elvira	Woodford	Eureka
Kirk, Mary Elizabeth Jane	Jackson	Carbondale
Kirk, Vida Grace	Jackson	Carbondale
Kloker, Norma N	Cass	Beardstown
Knecht, Clara Elizabeth	Vermilion	Danville
Knowlton, Irene	Iroquois	Onarga
Koch, Lulu E	Woodford	Metamora
Koepke, Emily	Bureau	LaMoille
Kohrman, Lena	Mason	Topeka
Korb, Marie Johanna	Macoupin	Mt.Olive
Kraker, Anna	Woodford	Minonk
Krebaum, Alta	Mason	Havana
Krebs, Virginia L	St.Clair	Belleville
Kregor, Ruby Fern	LaSalle	Lostant
Krepps, Lella	DeWitt	Farmer City
Krigbaum, Helen C	Macon	Decatur
Kruse, Alma	Stephenson	Freeport
Kunz, Clara	Sangamon	Springfield
Kurtz, Lillian Catherine	Richland	Olney
Kutzenberger, Helen Pearl	Jersey	Jerseyville
Kutzenberger, May Eva	Jersey	Jerseyville
Lalumier, Adele Marie	St.Clair	Centerville Station
Lamb, Allie Bie	Champaign	Champaign
Lamport, Myrtle H	Kankakee	Momence
Landess, Beulah Adale	Pike	Pittsfield
Lane, Alpha	Macoupin	Medora
Lane, Stella	Fulton	Canton
Langan, Cecelia Catherine	Kankakee	Kankakee
Langenwalter, Clara A	St.Clair	Lebanon
Langford, Mabel Lena	Ford	Gibson City
Lansche, Dessie Mabel	Macoupin	Brighton
Lansche, Hattie Mae	Macoupin	Brighton
Lantz, Mrs. Luella	Schuyler	Rushville
Lantz, Melrose June	Iroquois	Goodwine
Larimore, Mae	Adams	Plainville
Larison, Gertrude	Vermilion	Hoopeston
Larrick, Ceatta Elizabeth	McLean	Bloomington
Larrick, Clara Edna	Piatt,	Lintner
Larsen, Martha May	Knox	Williamsfield
Larsen, Nellie Elizabeth	Knox	Williamsfield
Larson, Aleda G	Randolph	Coulterville
Law, Jessie May	Livingston	Chatsworth
Lawless, Margaret A	LaSalle	Rutland

NAME	COUNTY	POSTOFFICE
Lawrence, Laura May	Kankakee	Manteno
League, Minniebelle	McLean	Normal
Leddy, Dora	McLean	Normal
Leddy, Myra	McLean	Normal
Leder, Edna Mathilda	Madison	Highland
Lee, Erma Viola	Vermilion	Danville
Lee, Mary Louise	Lee	Amboy
Leefers, Oscela H	Macoupin	Carlinville
Leeper, Cora	Christian	Owaneco
Leever, Mrs. Carrie M	Fayette	Vandalia
LeGrand, Martha	St. Clair	Freeburg
LeGrand, Maude E	St. Clair	Freeburg
Leigh, Helen	St. Clair	East St. Louis
Lessig, Ruby Eleanore	Knox	Knoxville
LeSure, Blanche	Richland	Olney
LeSure, Essie	Richland	Olney
Lewis, Emma Lou	Vermilion	Danville
Lewis, Ruth Jean	Hancock	Carthage
Lilly, J. Maude	Douglas	Arthur
Lindholm, Annie A	Ford	Sibley
Lindsey, Marie S	Champaign	Mahomet
Lindsey, Merle	Champaign	Mahomet
Lindsey, Nellie	Logan	Atlanta
Linsley, Helen M	Wayne	Fairfield
Lipple, Katherine M	Fayette	Vandalia
Liston, Nelle DeWitt	Kankakee	Chebanse
Livesay, Mila Maurine	Washington	Nashville
Lloyd, Jennie	Madison	Collinsville
Lloyd, Marie	Madison	Collinsville
Lockwood, Eva Mae E	Livingston	Flanagan
Loges, Vernadine	Macoupin	Carlinville
Logue, Alma	Tazewell	Armington
Longe, Mary E	Livingston	Dwight
Lord, Zella Elizabeth	McLean	Bloomington
Loudon, Grace Parke	McLean	Bloomington
Levett, Anna L	Piatt	Lintner
Lowry, Blanche M	Tazewell	Washington
Luker, Cora	Dewitt	Clinton
Luker, Pearl May	Dewitt	Clinton
Lundee, Arleen H	Bureau	Princeton
Luskey, Blanche May	Iroquois	Buckley
Luttrell, Della Lois	Morgan	Weaverly
Luttrell, Rovia May	Morgan	Weaverly
Lydigsen, Minnie	Livingston	Dwight
Lyon, Lena C	Stark	Toulon
Lyon, Mary Eliza	Iroquois	Milford
Lyons, Buella	McLean	Bloomington
Lyons, Margaret	Woodford	ElPaso
Lyons, Mary Anna	Woodford	Panola

NAME	COUNTY	POSTOFFICE
Lyons, Sarah	McLean	Bloomington
McAdams, Myrtle F.	Fulton	Cuba
McCabe, Josephine	Grundy	Verona
McCaleb, Myrta E.	Macon	Decatur
McColley, Carrie	McLean	Normal
McConaha, Helen	Livingston	Pontiac
McCord, Mrs. W. F.	Fayette	Vandalia
McCormick, Anna	Menard	Greenview
McDaniel, Myrtle	Christian	Assumption
McDevitt, Minnie	Piatt	Monticello
McDonald, Alice	LaSalle	Rutland
McDonnell, Mary Ellen	Tazewell	Washington
McFadden, Irma	(Oklahoma)	Pawhuska
McGee, Jennie	Marshall	Lacon
McGillavray, Luella	Iroquois	Ashkum
McGonagle, Mrs Julia	LaSalle	Ransom
McGraw, Cecil	McLean	Bloomington
McKee, Jean	(Kentucky)	Hopkinsville
McLemore, Harriet	Mason	Mason City
McLernon, Helen A.	Knox	Galesburg
McMillen, Edna B.	Piatt	DeLand
McNamara, Margaret.	Iroquois	Beaverville
McNeil, L. Pearl	Ford	Melvin
McNeile, Rose	Pulaski	Mound City
McSorley, Blanche	Iroquois	Martinton
McSorley, Nellie Flo	Iroquois	Martinton
Macon, Lena	Marshall	Sparland
Macy, Flo Lucille	McLean	Normal
Madden, Julia Elizabeth	Macon	Decatur
Madigan, Nelle C.	Champaign	Longview
Mahaffey, Edna L.	MeLean	Bloomington
Mahan, Etna J.	Macoupin	Palmyra
Mahan, Ida	Macoupin	Palmyra
Mahan, Myrtle	Macoupin	Palmyra
Mahler, Amelia	Madison	Highland
Maile, Norma	Will	Wilmington
Malcolm, Jessie	Grundy	Carbon Hill
Manahan, Helen	LaSalle	Streator
Manahan, Nelly	Vermilion	Cheneyville
Mann, Minnie Ives	Sangamon	Springfield
Maples, Nina Maud	Christian	Pana
Marsh, Edna Mae	Champaign	St. Joseph
Marshall, Nellie F.	Chamaipgn	Rantoul
Martin, Amy Mildred	Brown	Versailles
Masters, Ruth	Macoupin	Carlinville
Mathis, Edith L.	Ford	Melvin
Mathis, Margaret	Woodford	ElPaso
Maudlin, Grace F.	Pike	Griggsville
Mayhe,Corabella	(Wisconsin)	Burnett

NAME	COUNTY	POSTOFFICE
Mealiff, Lena Elizabeth	Adams	Mendon
Meers, Leonora Agnes	Will	Joliet
Meers, Viola Elizabeth	Will	Joliet
Melton, Elizabeth May	Mason	Mason City
Melz, Lucy	Peoria	Trivoli
Menzen, Laura	Stephenson	Freeport
Merchant, Edna A	Tazewell	Deer Creek
Metcalf, Jessie May	Pike	Barry
Metta, Isabena C	Grundy	South Wilmington
Meyer, Christina J	Macoupin	Hornsby
Michel, Emma D	(Missouri)	St. Louis
Miller, Addie Lenore	Woodford	Eureka
Miller, Tina	Champaign	Rantoul
Millican, Agnes	Marion	Iuka
Milligan, Zella M	Henderson	Gladstone
Mills, Grace A	Livingston	Fairbury
Mitchell, Constance	McLean	Bloomington
Montgomery, Emma	Logan	Atlanta
Montgomery, Lillian	LaSalle	Dana
Moore, Blanche May	St. Clair	Lebanon
Moore, Flossie May	Woodford	Eureka
Moore, Winifred E	Richland	Olney
Morgan, Louette E	Woodford	ElPaso
Morris, Vernie C	White	Carmi
Morrison, Margie	Christian	Morrisonville
Morrow, Rose N	Livingston	Odell
Moses, Cleda	McLean	Normal
Moulton, Charity	Marshall	Wenona
Mounts, Nora	Champaign	Rantoul
Moyer, Christine F	Wabash	Mt. Carmel
Muench, Luella	Richland	Olney
Murphy, Mabel	Richland	Calhoun
Murphy, Margaret	Macoupin	Carlinville
Murphy, Nellie M	Tazewell	Pekin
Murray, Alta Grey	Woodford	Metamora
Murray, Eva D	Iroquois	Cissna Park
Murray, Laura H	Vermilion	Hoopeston
Murray, Lelah M	Christian	Taylorville
Murray, Margaret	Iroquois	Cissna Park
Myers, Ernestine	Richland	Olney
Myers, Eva	Macon	Long Creek
Myers, Florence Edna	LaSalle	Streator
Nance, Neva Uldene	Menard	Petersburg
Neff, Gertrude	Tazewell	East Peoria
Neff, Mae A	Grundy	Morris
Nelling, Florence	Logan	Hartzburg
Nellinger, Gertrude M	Woodford	Minonk
Nelson, Gertrude V	Kankakee	Momence
Newell, Pearl	Iroquois	Cissna Park

NAME	COUNTY	POSTOFFICE
Newman, Katherine A	Iroquois	Cissna Park
Nickell, Maud Agnes	McLean	Glen Avon
Nicodeme, Mrs. Clarice	Vermilion	Danville
Nifong, Esel	Macoupin	Virden
Norman, Hope Christian	Will	Peotone
Normile, Mary	McLean	Bloomington
Nudd, Bessie	Hancock	LaHarpe
O'Beirne, Margaret	Marshall	Toluca
Obrien, Nellie	Morgan	Murrayville
O'Byrne, Kathryn J	Champaign	Champaign
Ogle, Verma Katherine	McLean	Normal
Ohlson, Anna Elizabeth	St. Clair	Lebanon
Olds, Eda Mae	Menard	Sweetwater
Oliver, Agnes Anna	Will	Peotone
Oliver, Nella F	McLean	LeRoy
Olsen, Bessie Opal	McLean	Normal
O'Malley, Anges	Livingston	Chatsworth
O'Neal, Ethel	Menard	Tallula
Oneal, Mrs. Eva N	Wabash	Mt. Carmel
O'Neil, Bernadine	McLean	Bloomington
O'Neil Theresa	LaSalle	Rutland
Orendorff, Alta E	McLean	Bloomington
O'Rourke, Mary E	Woodford	Minonk
Pace, Ethel Sylvia	McLean	Normal
Parker, Grace	McLean	Bloomington
Parker, Kate	Madison	Marine
Parker, Marietta	Livingston	Cullom
Parker, Ruth	Piatt	Bement
Parr, Eunice	Piatt	Cisco
Parsons, Jessie	Cass	Ashland
Patterson, Alice	Vermilion	Danville
Patterson, Jessie C	Woodford	Secor
Patterson, Mabel B	Woodford	Eureka
Patterson, Nell Lee	Woodford	Eureka
Paul, Mrs. H. G	Champaign	Urbana
Payne, Edythe E	Kankakee	Kankakee
Pearson, Blanche	Woodford	Kappa
Pearson, Ruth L	Vermilion	Rankin
Peneton, N. Ethel	Richland	Olney
Pennoyer, Mabel	Sangamon	Springfield
Perrill, Lucille	Tazewell	Pekin
Perrin, Eva A	McLean	Normal
Perrott, Nellie Lora	Douglas	Arthur
Perry, Barzania	McLean	Normal
Perry, Harriet Belle	Grundy	Morris
Perry, Ressie M	Brown	Cooperstown
Peters, Bertha Elizabeth	Greene	White Hall
Peters, Flo Jane	Logan	New Holland
Peters, Minnie Eva	Peoria	Glasford

NAME	COUNTY	POSTOFFICE
Petri, Elizabeth Rose	Woodford	Minonk
Petri, Pauline I	Woodford	Minonk
Phelan, Sayde	Grundy	Kinsman
Phillips, Alice L	Iroquois	Ashkum
Pierce, Lena Roberta	McLean	Bloomington
Piper, Edith N	Sangamon	Farmingdale
Pond, Grace Elizabeth	Cass	Beardstown
Popejoy, Estella M	Vermilion	Danville
Porter, Mary N	Tazewell	Mackinaw
Power, Ruth Hannah	Menard	Petersburg
Prather, Sopha	Clinton	Carlyle
Price, Jennie	LaSalle	Streator
Priebe, Minnie Helen	Henry	Geneseo
Propst, Mrs. Carolyn	Menard	Greenview
Pugh, Mary Rebecca	Mason	Mason City
Pullin, Lillie Mac	Peoria	Dunlap
Pumphrey, Mable	McLean	Bloomington
Putman. Lucy Eleanor	Brown	Hersman
Putnam, Helen A	McLean	Normal
Queen, Elsie E	Vermilion	Rankin
Queen, Lulu Elizabeth	Sangamon	Loami
Quick, Jennie G	St. Clair	Caseyville
Quigley, Grace Cody	Grundy	Morris
Quinlan, May	Champaign	Tolono
Rademacher, Lydia B	DeWitt	Clinton
Radley, Arla Jean	Lee	Paw Paw
Raines. Ella Mae	Iroquois	Milford
Raleigh, Mary A	Will	Wilmington
Raman, Emma	Sangamon	Farmingdale
Raub, D. Mae	Livingston	Long Point
Ray, Stella V	Vermilion	Danville
Raymer, Verna	Stephenson	Freeport
Reaney, Bernice C	(Tennessee)	Nashville
Reay, Mary A	Grundy	Braceville
Reed, Susie Flo	Greene	Carrollton
Reeder, Sally M	McLean	Normal
Reel, Bertha Marie	Tazewell	Deer Creek
Reeves, Helena M	Pike	Griggsville
Reinhard, Amanda	Iroquois	Pittwood
Reinhard, Marie	Livingston	Cullom
Reinhardt, Pauline	St. Clair	Lebanon
Reininger, Hildegarde Julia	Iroquois	Onarga
Remmers, Augusta A	Woodford	ElPaso
Rennie, Myrtle Margaret	Whiteside	Fulton
Renshaw, Margaret May	White	Carmi
Rentchler, Edna K	St. Clair	Belleville
Rentchler, Frieda	St. Clair	Belleville
Reynolds, Bertha L	Pike	Perry
Rice, Mary	Fulton	Lewistown

NAME	COUNTY	POSTOFFICE
Richards, Lucille	McLean	Glenavon
Richee, Anges A	St. Clair	East St. Louis
Richert, Anna	Greene	White Hall
Ricketts, Mabel	Marshall	Varna
Riley, Jeanette E	Woodford	Minonk
Riley, Mary Frances	Pike	Pittsfield
Riseling, Pearl A	McLean	Bloomington
Ritchee, Verl	McLean	Stanford
Ritchey, Mrs. Hattie	Fayette	Vandalia
Ritchie, Bessie Verl	McLean	Stanford
Ritz, Mrs. Mary F	McLean	Normal
Roach, Kathleen A	Macon	Decatur
Roach, Mary Margaret	McLean	Danvers
Robb, Helen Mary	DeWitt	Clinton
Roberson, Mary	Pulaski	Mound City
Roberts, Lelah Gertrude	DeWitt	Clinton
Roberts, Mable	Macon	Decatur
Roberts, Zoe H	Piatt	Lintner
Robertson, Jane	Peoria	Chillicothe
Robertson, Vallie D	Mason	Havana
Robinson, Mildred	Christian	Taylorville
Robinson, Edna Lena	Pike	Pittsfield
Rock, Edna Glenda	DeWitt	Farmer City
Rodgers, Pender Eva	(Texas)	LaGrange
Roe, Grace Bertha	LaSalle	Rutland
Roe, Rosanna Elizabeth	Peoria	Peoria
Rogers, Faye Ashaia	Schuyler	Bader
Root, Myrle Estelle	McLean	Bloomington
Rosenberry, Ethel	McLean	Normal
Ross, Berta Sleene	McLean	Bloomington
Ross, Hazel Lucille	McLean	Bloomington
Ross, Mary B	Greene	Carrollton
Ross, Mildred	McLean	Bloomington
Ross, Ruth Thery	McLean	Heyworth
Rothlisberger, Julia Blanche	Grundy	Coal City
Rotramel, Nelle	Williamson	Marion
Rowbotham, Alice	Adams	Mendon
Ruby, Blanche	Lawrence	Sumner
Rudolph, Jessie M	Mason	Havana
Rummel, Evelyn A	Logan	Emden
Runge, Marie Belle	Edgar	Chrisman
Rutlege, Ola	McLean	Danvers
Ryan, Ella Marie	Tazewell	Delavan
Ryan, Elva May	Fayette	Vandalia
Ryan, Irene	Livingston	Chatsworth
Sadler, Pearl	Woodford	Kappa
Salmon, Katharine	McLean	Bloomington
Samons, Josie Flo	Piatt	Cisco
Samuel, Lucy E	Mason	Easton

NAME	COUNTY	POSTOFFICE
Sanders, Susie	Lawrence	Sumner
Sapp, Rose	(Missouri)	St. Louis
Sarver, Nettie	McLean	LeRoy
Saunders, Bessie	Pike	New Salem
Sayler, Georgia Helen	Will	Lockport
Schaefer, Josephine	LaSalle	Rutland
Schaeffer, Willah M	McLean	Bloomington
Sheets, Angela A	McLean	Downs
Schenert, Myrtle M	Mason	Manito
Schiffbauer, Gretchen	Woodford	Benson
Schilt, Verna May	Richland	Olney
Schleder, Elizabeth	Tazewell	Pekin
Schleich, Effie	Woodford	Metamora
Schleich, Rose Grace	Woodford	Metamora
Schofield, Miriam	Woodford	ElPaso
Schori, Margaret O	Peoria	Elmwood
Schucker, Luella V	Wabash	Mt. Carmel
Schwagmeyer, Ella	Adams	Quincy
Schweninger, Alice	Henry	Geneseo
Scogin, Gladys Imo	McLean	Bloomington
Scott, Mrs. Alta M	DeWitt	Clinton
Scott, Blanche Elva	St. Clair	O'Fallon
Scott, Georgia Neff	Fayette	Vandalia
Sears, Florence	Vermilion	Hoopeston
Seeley, Esther B	McLean	Normal
Seeley, Helen Edna	McLean	Normal
Seelig, Jessie M	Macon	Niantic
Sennett, Kathryn	LaSalle	Leeds
Shackel, Rena M	Cass	Ashland
Shaddock, Elva A	Macon	Macon
Shadle, Bernice E	Richland	Olney
Shane, Maude L	Peoria	Brimfield
Shanklin, Ada B	McLean	Normal
Shanklin, Olive	McLean	Normal
Shannon, Genevieve	LaSalle	LaSalle
Shannon, Margaret	McLean	Bloomington
Sharpe, Leano F	Macon	Warrensburg
Sharples, Dakota	McLean	Bloomington
Shaver, Elizabeth	Sangamon	Lowder
Sheeks, Mary Ethel	Cumberland	Greenup
Shepherd, Irma	Livingston	Fairbury
Shere, Forest Ruby	DeWitt	Farmer City
Shoemaker, Zetta	Richland	Calhoun
Short, Amy	Adams	Payson
Shreve, Emma V	Tazewell	Deer Creek
Shuman, Edith	Woodford	ElPaso
Shyer, Dottie	Logan	Lathan
Sickles, Gertrude E	Stark	Toulon
Sieberns, Anna	McLean	Gridley

NAME	COUNTY	POSTOFFICE
Sill, Maybelle	McLean	Normal
Simmons, Edythe	McLean	Bloomington
Simon, Lola Agnes	Sangamon	Illiopolis
Simpson, Ruth V.	McLean	LeRoy
Sims, Gretchen C.	Sangamon	Illiopolis
Siple, Ora Lee	Adams	Mendon
Skinner, Blanche	Kankakee	Essex
Skinner, Leta E.	McLean	LeRoy
Sleezer, Marcia A.	Ford	Paxton
Sloan, Edna M.	Champaign	Mahomet
Sloan, Lula	Scott	Manchester
Slocum, Nellie M.	Fulton	Canton
Smallwood, Ray	DeWitt	Weldon
Smith, Ada Rebecca	Greene	Carrollton
Smith, Anna A.	Adams	Quincy
Smith, Annie B.	Tazewell	Washington
Smith, Dollie V.	Fulton	Ipava
Smith, Emma C.	Iroquois	Danforth
Smith, Evelyn I.	Christian	Assumption
Smith, Flossie A.	DeWitt	Farmer City
Smith, Kate B.	McLean	Danvers
Smith, Marjorie	McLean	Normal
Smith, Martha V.	Marion	Centralia
Smith, Mary M.	Ford	Gibson City
Smith, Sarah	Adams	Quincy
Smith, Sarah	Macoupin	Palmyra
Smithdeal, Ruby Mae	Montgomery	Coffeen
Snyder, Lucretia G.	Stephenson	Freeport
Spaniol, Bertha M.	LaSalle	Flanagan
Sparks, Emma Elizabeth	Christian	Rosemond
Sparks, Gale	Christian	Rosemond
Sparks, Madge V.	Mason	Manteno
Spear, Edith L.	McLean	Normal
Spears, Z. Vera	Champaign	Sidney
Spink, Flo May	Morgan	Jacksonville
Spires, Lucy Helen	Woodford	Minonk
Sprague Gladys O	Christian	Edinburg
Stanbach, Frances	Woodford	ElPaso
Starnes, Oral N.	Fayette	Vandalia
Stassen, Sarah L.	Will	Peotone
Staudemeyer, Matilda	Woodford	Low Point
Steele, Bertha	Mason	Havana
Sterchi, Edna Anna	Richland	Olney
Stevenson, Hattie	Vermilion	Oakwood
Stewart, Addie I.	McLean	LeRoy
Stewart, Alice	McLean	Randolph
Stewart, Mrs. Emily	Peoria	Princeville
Stewart, Georgia Frances	Champaign	Champaign
Stewart, Lillian	Peoria	Princeville

NAME	COUNTY	POSTOFFICE
Stewart, Olive	Peoria	Princeville
Stewart, Theresa	Henderson	Biggsville
Stidham, Lissa G	Champaign	Mahomet
Stief, Freda	St. Clair	East St. Douis
Stiegelmeir, Lilly	McLean	Normal
Stillman, Sallie M	Fayette	Vandalia
Stiltz, Minerva	Mason	Maso City
Stimson, Fay	Fayette	Vandalia
Stine, Perna	Lawrence	Sumner
Stodgil, Elsie B	Knox	Williamsfield
Stokes, Honora	Clinton	Shattuc
Stoll, Elsie Rose	Richland	Olney
Stoll, Nettie Maurine	Logan	Lincoln
Stone, Jennie	Greene	Carrollton
Storm, Beulah	Cook	Chicago
Storts, Nora Ellen	DeWitt	Farmer City
Stratton, Nellie	Vermilion	Hoopeston
Strickland, Flossie	Grundy	Coal City
Stroud, Mabel L	McLean	Towanda
Suemnicht, Lizzie	St. Clair	Freeburg
Suffern, Alma M	Macon	Decatur
Summers, Bessie	Mason	Mason City
Summers, Fleta G	Mason	Mason City
Sunderland, Florence	Jersey	Jerseyville
Sutton, Clara Adele	Mason	Kilbourne
Sutton, J. Blanche	Hancock	Dallas City
Sutton, Levvie Mae	Madison	Granite City
Sutton, Virginia	Mason	Mason City
Swanson, Charlotte	Vermilion	Hoopeston
Swarts, Arva N	Piatt	Cisco
Symons, Alice M	McLean	Bloomington
Symons, Clara E	McLean	Bloomington
Taliaferro, Bessie	Iroquois	Watseka
Tanner, Maude S	Greene	White Hall
Tascher, Ethel Lena	Iroquois	Clifton
Taylor, Emily Flo	(South Dakota)	Lead
Taylor, Harriet Beatrice	Tazewell	Armington
Taylor, Laura	Wayne	Wayne City
Teefey, Anna Geneva	Brown	Mt. Sterling
Tendrick, Anna C	Morgan	Jacksonville
Teske, Louise Willia	McLean	Bloomington
Tessiatore, Mary I	Will	Coal City
Teter, Edith	McLean	Downs
Thom, Camilla Lynn	Woodford	Minonk
Thomas, Eliza M	DeWitt	Weldon
Thomas, Grace	DeWitt	Weldon
Thompson, Cecile G	McLean	Saybrook
Thompson, Charlotte	Ford	Piper City
Thompson, Flo Louise	Adams	Payson

NAME	COUNTY	POSTOFFICE
Thompson, Mabel Ellen	Greene	Roodhouse
Thompson, Mae	Morgan	Jacksonville
Thompson, Mamie	Henderson	Kirkwood
Thompson, Myna	Champaign	Rantoul
Thornblade, Alphild	McLean	Bloomington
Thore, Lucey Mildred	(Oklahoma)	Mountain Park
Tiley, Pearl M	St. Clair	Belleville
Tobin, Mapel	Sangamon	Rochester
Tompkins, E. Carie	McLean	Downs
Toole, Bessie	Champaign	Urbana
Tresenriter, Florence	(Kentucky)	Greensburg
Trigger, Estella	Iroquois	Loda
Trimmer, Zanna	McLean	Lexington
Triplett, Helen	McLean	Normal
Triplett, Margaret	McLean	Normal
Tritt, Helen Lucille	Livingston	Pontiac
Troster, Francis L	McLean	Belleflower
Tucker, Daisy	DeWitt	Farmer City
Tucker, Mary Louise	McLean	Normal
Tucker, Myrtle Elizabeth	Woodford	Minonk
Tudor, Ferne Adele	McLean	McLean
Tull, Gertrude H	Stephenson	Lena
Tune, Alzoie	Logan	Cornland
Turner, Nellie Margaret	Stephenson	Eleroy
Turner, Ruth M	DeWitt	Farmer City
Twait, Grace	LaSalle	Ransom
Twomey, Marie J	McLean	Bloomington
Tyler, Maggie W	(Texas)	Dallas
Unz, Estella Elvvira	Kankakee	Reddick
Uphaus, Hazel I	Macon	Macon
Valbert, Lena	Clay	Flora
Van Etten, Nina Mabel	Mason	Easton
Van Loon, Martha	Mason	Mason City
Van Meter; Edith	Macon	Decatur
Vannatta, Florence	Macoupin	Gillespie
Van Velson, Ethel	McLean	Arrowsmith
Varnum, Gladys	Madison	Granite City
Vest, Josie	Fulton	Cuba
Viall, Hattie Gertrude	Kankakee	Manteno
Vinson, Nina Ida	Adams	Lima
Voelkel, Anna Frances	Macoupin	Brighton
Voelkel, Estella L	St. Clair	Belleville
Voges, Emma A	Madison	Godfrey
Voit,, Lulu	McLean	Bloomington
Tolmer, Helen M	Clinton	Carlyle
Volz, Clara E	Will	Lockport
Von Lobberecht, Ariel	Logan	Mt. Pulaski
Wagy, Hazel Irene	Pike	Barry
Walker, Cliffie	Logan	Mt. Pulaski

NAME	COUNTY	POSTOFFICE
Walker, Daisy B	Champaign	Ludlow
Walker, Laura B	Iroquois	Buckley
Walker, Pearl Helen	Piatt	Monticello
Walkup, Eunice E	Marshall	Winona
Wallace, Frances	Ford	Gibson City
Wallis, Mary	St. Clair	Lebanon
Walsh, Julia A	McLean	Bloomington
Walton, Maude	Macoupin	Chesterfield
Ward, Lenora	Scott	Exeter
Ward, Mayme	Christian	Owaneco
Warren, Gertie Mary	Piatt	Monticello
Warren, Rose Mary	Sangamon	Illiopolis
Warrick, Bernice	Iroquois	Sheldon
Washburn, C. Gail	McLean	Normal
Washburn, Edna B	McLean	Bloomington
Waston, Helen	McLean	Bloomington
Watt, Una Viola	Marshall	Lacon
Watts, Anna Lyle	Douglas	Fairland
Weakley, Nettie May	McLean	Lexington
Weber, Ella Julia	St. Clair	Belleville
Webster, Aaro V	Iroquois	Chebanse
Wehling, Anna E	Iroquois	Gilman
Weimer, Minnie E	Iroquois	Gilman
Weir, Anna J	JoDaviess	Elizabeth
Weir, Bessie Irene	JoDaviess	Elizabeth
Weis, Lucy Dorothy	Kankakee	Reddick
Weisenborn, Birdella	Adams	Quincy
Welch, Ethel	Logan	Lincoln
Welch, Olive Evelyn	Macoupin	Bunker Hill
Welcher, Ora	Tazewell	Morton
Wells, Lois E	Marshall	Toluca
Wells, C. Velna	Peoria	Peoria
Wene, Anna Laura	DeWitt	Kenney
Wenner, Florence N	Madison	Edwardsville
Werner, Elsie A	EcLean	Saybrook
Wernsmann, Elizabeth	McLean	Weston
Wescott, Flosence M	Peoria	Chillicothe
West, Delila Ethel	Kankakee	Momence
West, Lottie Elizabeth	Kankakee	Momence
Westermeier, Loretta	Macoupin	Carlinville
Westervelt, Mayme	Livingston	Fairbury
Westmoreland, Maurella	Grundy	South Wilmington
Wharrie, Jessie	Grundy	Coal City
Wheeler, Ethel Viola	Macoupin	Carlinville
Wheeler, Mildred E	Livingston	Long Point
Wheeler, Ruth	Marion	Patoka
Wheelhouse, Myrtle	Schuyler	Rushville
Wheelwright, Gertrude	Woodford	Roanoke
White, Clara I	Kankakee	Essex

NAME	COUNTY	POSTOFFICE
White, Eva	McLean	Colfax
White, Flora	Henry	Geneseo
White, Grace Ruby	Kankakee	Essex
White, Inez Elizabeth	Champaign	Ogden
White, Kate Alice	Kankakee	Essex
White, Lottie	Woodford	Washburn
White, Mary M	McLean	Bloomington
White, Rosena	Sangamon	Riverton
Whiteside, Leona	Greene	Whitehall
Whitfield, Susie L	McLean	Bloomington
Wilder, Margaret	McLean	Bloomington
Wilkerson, Anna	St. Clair	East St. Louis
Wilkerson, Edith A	St. Clair	East St. Louis
Wilkinson, Irma	LaSalle	Ransom
Wilkinson, Marion	McLean	Bloomington
Willard, Myrtle E	McLean	Bloomington
Willbanks, Lora M	Menard	Fancy Prairie
Williams, Alpha	Jasper	Bogota
Williams, Anna	DeWitt	Clinton
Williams, Hollena	Madison	Edwardsville
Williams, Kate R	Tazewell	East Peoria
Williamson, Gertie	Mason	Havana
Willmore, Vida F	Macon	Maroa
Wilson, Ann P	Mason	Manito
Wilson, Antoinette	Hancock	Nauvoo
Wilson, Clara M	Peoria	Princeville
Wilson, Lelia S	Mason	Mason City
Winter, Ruby	Pike	Pleasant Hill
Wirt, Verna Edna	McLean	LeRoy
Wittmann, Emma	Madison	Troy
Wolcott, Myra Emma	Grundy	Dwight
Wolschlag, Edna	Peoria	Mapleton
Wonderly, Clara	McLean	Normal
Wondra, Olga	(Nebraska)	Wilber
Wood, Louise Mae	Iroquois	Milford
Wood, Mabel	McLean	Colfax
Wooldridge, Una Lee	Greene	Kane
Wortman, Gertrude Ollie	Clinton	Sandoval
Wright, Audrey	Macoupin	Virden
Wright, Emma	McLean	Bloomington
Wright, Ethel	Champaign	Mahomet
Wroan, Maggie	Tazewell	Deer Creek
Wyatt, Helen	Brown	Mt. Sterling
Yambert, Zelma F	Woodford	ElPaso
Yardley, Nina Pearl	Mason	Mason City
Yardley, Lela G	Mason	Mason City
Young, Frances M	McLean	Normal
Zeller, Rosene	Morgan	Alexander
Zellhoefer, Lulu E	McLean	LeRoy

NAME	COUNTY	POSTOFFICE
Zerweck, Robertha	St. Clair	Belleville
Zink, Ella J. C.	St. Clair	Belleville
Zinn, Hattie	McLean	Bloomington
Adams, Charles Leslie	Richland	Olney
Adams, Clarence W.	Richland	Olney
Adkins, Berthal T.	Jasper	Newton
Adkins, Elmer	Jasper	Newton
Andrews, Charles, W.	Knox	Victoria
Andrews, Harry L.	Woodford	Washburn
Appel, George	Carroll	Mt. Carroll
Arras, John	St. Clair	O'Fallon
Baehr, Henry Paul	Clinton	New Baden
Bailey, George Dietrich	Sangamon	Cantrall
Bain, Alva E.	Peoria	Glasford
Baker, S. Peyton	Adams	Plainville
Barnett, William A.	Perry	DuQuoin
Barton, William J.	Pike	Pleasant Hill
Bateman, Oliver W.	Morgan	Waverly
Bayler, Clarence E.	Ford	Roberts
Berge, Madrice A.	LaSalle	Ransom
Bilderback, Tivis E.	Schuyler	Augusta
Binnewies, Edward R.	(South Dakota)	Colman
Bishop, Louis R.	Greene	Roodhouse
Bitner, Earl	Peoria	Kingston Mines
Blair, Samuel Orr	Tazewell	Mackinaw
Blue, Charles	Macoupin	Hagaman
Blue, Harry J.	White	Carmi
Bowyer, Lewis Herbert	Piatt	Bement
Bracewell, Ray H.	Greene	Roodhouse
Brandenburger, Alexander	St. Clair	New Athens
Branom, Fred Kenneth	Morgan	Waverly
Branom, L. Roy	Morgan	Waverly
Branom, Mendel E.	Morgan	Waverly
Brew, Thomas	Pike	Pittsfield
Brian, Floid B.	Lawrence	Sumner
Bright, Leslie	Champaign	Foosland
Briggs, Charles Henry	McLean	Bloomington
Browning, Walter	Fayette	Vera
Brubaker, John L.	Sangamon	Divernon
Buckles, Clarence A.	McLean	Downs
Bullock, Forrest Minor	Woodford	ElPaso
Burnside, Ira A.	Jasper	Newton
Burt, Millard F.	Sangamon	Divernon
Bussong, Wilbur W.	Madison	St. Jacob
Buzzard, Guy Ashton	McLean	Bloomington
Cade, Carroll C.	Greene	Patterson
Cade, George Newton	Greene	Roodhouse
Campbell, David Joseph	Richland	Olney

NAME	COUNTY	POSTOFFICE
Carey, William H.	Vermilion	Hoopeston
Carrington, John W.	Iroquois	Loda
Carroll, Daniel Bernard	Pike	Pittsfield
Case, Earl Clark	Lawrence	Sumner
Casey, William Cornell	Macon	Decatur
Chapman, Gideon P.	Sangamon	Chatham
Chism, Chester W.	Woodford	Woodford
Cleary, Robert	DeWitt	Farmer City
Clester, Clyde E.	Iroquois	Loda
Cole, George	Brown	Versailles
Conklin, Leslie R.	Mason	Kilbourne
Conlee, William Alvy	Greene	White Hall
Conner, Don	Fayette	Vandalia
Cook, Fay A.	Champaign	Rantoul
Cooper, Charles L.	Vermillion	Potomac
Cooper, Christropher	Will	Wilmington
Cooper, Crit Melvin	McLean	Normal
Cox, Clare Francis	Fayette	Vandalia
Craig, William O.	Livingston	Fairbury
Crowder, Purl Ellis	Richland	Claremont
Crouch, James W. Jr.	Fayette	Vandalia
Curry, Loren B.	McLean	Towanda
Daggy, Everett	Jasper	Bogota
Damman, B. Frank	Woodford	Secor
DeButts, Dean J.	Cook	Chicago
Derr, Charles Elmer	Piatt	Cerro Gordo
Derr, William A.	Piatt	Cerro Gordo
Dickson, William John	St. Clair	Lenzburg
Diddle, James H.	McLean	Towanda
Dillon, Alpheus A.	McLean	Normal
Dinpeldine, Ira W.	McLean	Normal
Diver, Charles Lawrence	Lawrence	Sumner
Drake, Frederick F.	Jasper	Winterrowd
Duemler, Charles Paul	Logan	Lincoln
DuFrain, J. Frank	Kankakee	Momence
Dunham, Percy H.	Macon	Maroa
Dunn, Richard F.	McLean	Bloomington
Dye, Fred Lee	Woodford	ElPaso
Eddingfield, John J.	Pike	Hull
Edwards, Clarence	Greene	Roodhouse
Ensminger, Lloyd	Adams	Lima
Espey, Franklin S.	McLean	Arrowsmith
Evans, Emerson	Piatt	White Heath
Eubanks, Charles E	Piatt	DeLand
Factor, Albert	Brown	Mt. Sterling
Fahrnkopf, Charles F.	Macon	Decatur
Fenton, Roscoe B.	Pike	New Canton
Fincham, Louis	LaSalle	Streator
Findley, Delbert L.	Edwards	West Salem

NAME	COUNTY	POSTOFFICE
Finley, Thomas H	Randolph	Sparta
Fisher, Cloyd David	Piatt	Monticello
Folkers, Rochard	Woodford	Benson
Frank, Ralph	St. Clair	Floraville
Freeman, Edward S	Marshall	Varna
Frost, Charles Walter	McLean	Normal
Fuller, Lucius King	Cook	Morton Park
Gray, Richard R	Pike	Baylis
Gray, William Scott	Adams	Coatsburg
Gunnell, J. Myers	McLean	Normal
Gutteridge, Wilbur	Lawrence	Sumner
Hall, H. Ray	Champaign	Homer
Hallam, Chester C	Livingston	Saunemin
Hannon, Daniel C	Edgar	Scottland
Harding, J. Harvey	Piatt	Cerro Gordo
Harper, E. Glenn	Peoria	Glasford
Harr, T. Leonodus	Macoupin	Palmyra
Harrell, Thomas Marvin	Clay	Flora
Harrison, Ira M	Fayette	Vera
Hawver, Linley Earl	Piatt	Bement
Hemmer, William A	St. Clair	O'Fallon
Hess, S. Earl	Peoria	Glasford
Hester, Bert Albert	Scott	Manchester
Hinton, Clarence W	Iroquois	Watseka
Hoerner, Frank A	McLean	Weston
Hooper, H. H	Pike	Pittsfield
Hopson, Ray O	Christian	Taylorville
Hostettler, Earl H	Richland	Calhoun
Howard, Frank G	Champaign	Rantoul
Huffington, Herbert	McLean	Normal
Hughes, Clarence O	Piatt	White Heath
Hunt, Jacob B	Tazewell	Armington
Huxtable, Harold S	McLean	Normal
Jacobs, Charles. W	Sangamon	Dawson
James, Henry Clay	Jasper	Newton
Janssen, Henry	Sangamon	Springfield
Johnson, Griffith	Livingston	Pontiac
Johnson Harper	Livingston	Pontiac
Johnson, Howard	McLean	Normal
Johnson, John H	Peoria	Mapleton
Johnson, Joseph Lewis	Christian	Assumption
Johnson, Ros H	DeWitt	Clinton
Johnstone, Harry C	Rock Island	Rock Island
Jones, Francis Lee	(Wisconsin)	Platteville
Kershner, Gaston C	McLean	Normal
Kies, Samuel M	McLean	LeRoy
King, Chester E	Schuyler	Brooklyn
Kirchner, Lewis	Cass	Chandlerville
Klier, Harry Pearl	Jasper	Newton

NAME	COUNTY	POSTOFFICE
Klier, Ross Earl	Jasper	Newton
Knowles, L. Beverly	Wabash	Bellmont
Kopf, Frank Alexander	McLean	Bloomington
Lamb, Thomas W	Piatt	Bement
Lambird, D. Clifford	Jasper	Newton
Lancaster, Thomas Jesse	Macoupin	Staunton
Lansche, Oral Albert	Macoupin	Brighton
Lantz, Cyrus A	Schuyler	Rushville
Lathrop, Harry	Lawrence	Lawrenceville
Learned, Dana H	Woodford	Benson
Leilich, Edward Philip	St. Clair	New Athens
Leilich, Philip E	St. Clair	New Athens
LeMarr, Paul Earl	Macoupin	Palmyra
LeMarr, Samuel Ernest	Macoupin	Palmyra
Lemme, William Burke	Montgomery	Ohlman
Lewis, D. Prince	Adams	Payson
Lindauer, Walter L	St. Clair	New Athens
Lindsey, Richard Vernon	McLean	Normal
Livingston, Samuel W	Madison	Edwardsville
Lloyd, H. A	Tazewell	Deer Creek
Loney, Charles R	Piatt	DeLand
Lutz, David Brenton	McLean	Bloomington
McCue, Thomas Edward	Sangamon	Williamsville
McLeod, John	Macon	Maroa
Main, Ralph	Pike	Nebo
Maloney, Roy B	Mason	Manito
Marley, Joseph	St. Clair	Belleville
Marshall, Fred L	McLean	Normal
Marshall, George L	Marshall	Toluca
Martin, Clifford	Tazewell	Mackinaw
Millican, Benjamin	Marion	Iuka
Millican, Byron E	Marion	Iuka
Miller, Ray Norris	McLean	Bloomington
Mills, Charles Raymond	Iroquois	Gilman
Miner, Stewart A	Piatt	White Heath
Mobley, George	Tazewell	Atlanta
Moore, Fred H	Piatt	Monticello
Moore, George Floyd	McLean	Normal
Moore, Jefferson	St. Clair	Lebanon
Mounce, George D	Sangamon	Salisbury
Neathery, Floyd H	Fayette	Vandalia
Nickell, Lester E	Livingston	Campus
Nickell, Vernon L	Livingston	Campus
Nickols, George Elva	Logan	Lincoln
Norris, James Guy	Cass	Ashland
Nothern, William Oscar	Brown	Hersman
O'Brien, Richard L	Tazewell	Pekin
Paine, Earl Frank	Tazewell	Hopedale
Parr, Arthur Ertel	Peoria	Mapleton

NAME	COUNTY	POSTOFFICE
Pendergrast, Homer	Iroquois	Cissna Park
Perry, Ray	Brown	Cooperstown
Petty, Alvln French	Lawrence	Sumner
Petty, D. Talmage	Lawrence	Sumner
Petty, Harlie Allen	Lawrence	Sumner
Phelps, J. Arthur	Pope	Golconda
Pierce, Clyde F	Schuyler	Huntsville
Pilchard, Edwin I	Piatt	Mansfield
Poindexter, W. Samuel	Lawrence	St. Francisville
Porter, George F	(Tennessee	Humboldt
Potter, Everett T	Lawrence	Russellville
Powers, J. Orin	Menard	Petersburg
Powers, S. Ralph	Menard	Petersburg
Price, Baty B	McLean	Bloomington
Price, Charles E	Jasper	Newton
Price, Harry B	Whiteside	Fulton
Priepot, Henry	Adams	Mendon
Primmer, George H	Champaign	Mahomet
Purcell, Clyde	Logan	Lincoln
Putman, Samuel Erle	Vermilion	Danville
Quick, William Cecil	St. Clair	Caseyville
Quick, William Eston	Lawrence	St. Francisville
Ramseyer, Roy A	McLean	Hudson
Reeve, Thomas	Peoria	Glasford
Reeves, Bert	Macon	Weldon
Reeder, Samuel James	McLean	Normal
Reynolds, Ora Edgar	Ford	Guthrie
Riggins, Charles	Christian	Owaneco
Riggs, Claude L	Pike	Baylis
Ritcher, George C	Madison	Troy
Ritz, David Oliver	McLean	Normal
Robison, William J	Piatt	Monticello
Rosenberry, Earl E	McLean	Normal
Roth, John	Tazewell	Morton
Ruble, Artie F	Pike	Pittsfield
Schorr, Albert	St. Clair	Millstadt
Schorr, Richard	St. Clair	Millstadt
Schwarz, Rudolph	Iroquois	Loda
Secrest, Harry George	Pike	Chambersburg
Seelye, Ernest Walter	Mason	Manito
Selby, Leon Gaston	Piatt	Cerro Gordo
Shafer F. F	Logan	Lake Fork
Shaver, Eugene L	Sangamon	Lowder
Sheets, Caony Frenzy	Piatt	Atwood
Shields. Robert	Champaign	Foosland
Smalley, Thomas Edwin	Christian	Morrisonville
Smith, Harold J	Livingston	Odell
Smith, Joseph Nelson	Putnam	Magnolia
Smith, Oliver M	Edgar	Hume
Smith, R. V	Greene	White Hall

NAME	COUNTY	POSTOFFICE
Smith, W. Carl	Scott	Winchester
Snow, Harvey Ivan	Marshall	LaRose
Spear, Harry George	Cumberland	Greenup
Stacy, Rollie Newton	Adams	Coatsburg
Stecker, Andrew B	Tazewell	Morton
Stevens, Earl Grover	Morgan	Murrayville
Stewart, Justin A	Hancock	Carthage
Stowell, Charles J	McLean	Bloomington
Street, Thomas Reed	Montgomery	Waggoner
Street, William McKinley	Montgomery	Waggoner
Stretch, Everett	McLean	Towanda
Strong, John Arthur	Warren	Roseville
Susdorf, Bert	Champaign	Rantoul
Teter, John Wesley	McLean	Downs
Triplett, Roger	McLean	Normal
Twomey, Leo	McLean	Bloomington
Vance, Clarence E	Vermilion	Danville
Van Petten, Donald	McLean	Bloomington
Vogel, S. Louis	Woodford	Benson
Wall, Lemuel James	Sangamon	Divernon
Warbinton, Roy Earl	McLean	Merna
Watt, Robert F	McLean	Hudson
Welker, Harry L	Menard	Greenview
Welch, Micheal C	Knox	Williamsfield
Wene, Ernest	DeWitt	Kenney
Wetzel, Herbert M	Richland	Parkersburg
Wheeler, Jesse Hardin	Macoupin	Carlinville
Whightsel, Everett	Jasper	Newton
Whisnant, Boyd E	Marion	Kinmundy
White, Harvey T	Greene	Roodhouse
White, Thomas	Woodford	Washburn
Whitehurst, Eber	Jasper	Lis
Whiteside, Clarence	Greene	White Hall
Whitten, Nelson	Peoria	Dunlap
Willcockson, George W	Sangamon	Chatham
Wilson, Donald H	Vermilion	Catlin
Wilson, Isaac E	Sangamon	Auburn
Wilson, Thomas Jefferson	DeWitt	Clinton
Wilson, Walter	Brown	Mt. Sterling
Wirth, Erwin Daniel	St. Clair	Waterloo
Wright, A Thurman	Morgan	Franklin
Wurtsbaugh, LeRoy	Lawrence	Chauncy
Yelliott, Virden S	Pike	Pittsfield
Yemm, Stephen	Fulton	Cuba
Yoder, Isaac H	McLean	Normal
Yoder, Lee Owen	McLean	Normal
Young, Clyde McC	Champaign	Rantoul
Zeis, Henry Charles	Monroe	Waterloo
Zerby, Rayborn Linley	Morgan	Concord
Zoll, Fred S	Morgan	Waverly

SUMMARY OF ATTENDANCE FOR TWELV MONTHS ENDING JUNE 8, 1911.

Post Graduate (including 4 who obtaind degrees)....		15	
Graduates Normal Department.....		107	
Two-year course, Second year.....	36		
Two-year course, First year.....	131		
		167	
Three-year course, Third year.....	23		
Three-year course, Second year.....	48		
Three-year course, First year.....	100	171	
Four-year course, Fourth year.....	16		
Four-year course, Third year.....	26		
Four-year course, Second year.....	70		
Four-year course, First year.....	173		
		285	745
Summer School 1910 First term.....	1409		
Summer School 1910 Second term.....	274		
		1683	
Attending both summer terms.....	112		
Different students in summer sessions.....	1571		
Attending regular terms and summer sessions.....	164		
Students attending only in summer terms.....			1407
Total different students in Normal Department only.....			2152
High School course, Graduates.....	12		
High School course, Fourth year.....	6		
High School course, Third year.....	22		
High School course, Second year.....	33		
High School course, First year.....	55		
		128	
Model School pupils.....		368	
Kindergarten pupils.....		55	
			551
Grand total of students and pupils belonging to the Illinois State Normal University.....			2703

In the regular terms no student is counted unless in actual attendance for at least three consecutiv weeks.

SUMMARY OF ATTENDANCE BY COUNTIES AND STATES FOR THE YEAR ENDING JUNE 8, 1911.

Adams.....43	Kankakee.....24	Sangamon.....45
Bond.....4	Knox.....14	Schuyler.....12
Brown.....23	Lake.....1	Scott.....7
Bureau.....9	LaSalle.....32	Shelby.....1
Calhoun.....1	Lawrence.....37	Stark.....7
Carroll.....1	Lee.....3	St. Clair.....65
Cass.....12	Livingston.....53	Stephenson.....10
Champaign.....46	Logan.....38	Tazewell.....62
Christian.....27	McDonough.....1	Vermilion.....48
Clay.....7	McLean.....457	Wabash.....6
Clinton.....14	Macon.....38	Warren.....3
Coles,.....2	Macoupin.....54	Washington.....1
Cook.....4	Madison.....28	Wayne.....6
Cumberland.....2	Marion.....10	White.....6
DeWitt.....44	Marshall.....23	Whiteside.....4
Douglas.....4	Mason.....73	Will.....30
DuPage.....1	Massac.....2	Williamson.....2
Edgar.....6	Menard.....21	Woodford.....88
Edwards.....2	Mercer.....4	Kansas.....2
Fayette.....20	Monroe.....1	Indiana.....3
Ford.....49	Montgomery.....9	Iowa.....2
Fulton.....18	Morgan.....28	Kentucky.....4
Gallatin.....2	Moultrie.....3	Miehigan.....4
Greene.....38	Ogle.....1	Missouri.....7
Grundy.....25	Peoria.....72	Nebraska.....1
Hancock.....12	Perry.....1	Ohio.....1
Henderson.....4	Piatt.....52	Oklahoma.....2
Henry.....13	Pike.....49	Minnesota.....1
Iroquois.....65	Pope.....5	No. Dakota.....1
Jackson.....3	Pulaski.....4	S. Dakota.....3
Jasper.....19	Putnam.....2	Tennessee.....2
Jersey.....7	Randolph.....3	Wisconsin.....2
JoDaviess.....4	Richland.....35	Texas.....2
Kane.....2	Rock Island.....1	2152

Eighty-six Illinois counties and fifteen other states are represented.

INDEX

PAGE

Academic Courses.....29, 30
Accredited High School.....14
Admission, Conditions of.....13
Advanced Standing.....14
Agriculture..... ..... 52, 56
Agriculture, Courses in.....56
Aid to Students..... 16
Algebra, Courses in.....41
Analytical Geometry.....44
Animal Morphology.....54
Apparatus, Construction of..47
Appointment to Scholarships.13
Arithmetic, Courses in.....40
Arithmetic in the Grades...100
Art, Courses in.....77
Astronomy..... 44
Athletics.....91
Attendance 1910–11.....139
Basketry 82
Bench Work.....81
Biological Science.....50
Biology Method.....53
Bird Study..... 53
Board and Rooms.....16
Board of Education.....2
Bookkeeping.....41
Botany, Courses in.....51
Browning Courses in.....70
Bildings 9
Caesar, Courses in.... 93
Calendar.....21
Campus.....10
Cement Construction.....57
Certificates, Teachers'.....15
Chemistry, Courses in.....48
Christian Associations.....11
Choice of Studies.....26
Choral Club.....71, 76
Cicero, Courses in.....93
Civil Government.....62
Classification of Students.....18
Clay Modeling.....77
College Algebra 42

PAGE

Color, Course in.....78
Commercial Geografy.....59
Composition.....71
Conditions of Admission.....13
Construction Work.....82
Cooking Courses.....86
Correspondence Courses.....60
Counties Represented.....154
Country Schools.....39
Courses of Study.....23
Course of Study, Training School.....99
Credits at State University..15
Credits for work Elsewhere...15
Credits required for graduation.....20
Critiques.....99
Cryptogamic Botany.....52
Daily Programs.....32, 35
Debating.....75
Deficiencies in English.....27
Degrees.... 22
Delinquents 27
Design.....79
Domestic Art.....84
Domestic Science.....86
Drama, Courses in.....69
Drawing, Courses in.....77
Economics..... 61
Education, History of.....38
Education, Philosofy of.....37
Educational Psychology.....38
Electiv Courses..... 26
Employment of Teachers.....16
English History.....65
Enrolment.....15
Entomology.....54
Equipment.....10
Esthetics 79
Ethics.....38
Evolution Organic.....54
Examinations.... 15
Expenses 16

PAGE

Faculty..... ..... 3, 4, 5
Faculty Committees.....6
Farm Accounts.....57
Farm Crops.....56
Farm Machinery.....57
Four-year Program.....25
Garden 51
General Exercises.....27
General Method 37
Geografy, Courses in.....58
Geometry.....43
German, Courses in.....95
Glee Clubs.....76
Graduate Courses.....22
Graduating Class 101
Graduation.....20
Grammar Courses.....72
Gymnasium.....9
Gymnnastics.....89
High School Department... .28
High School Graduates.....14
History, Courses in.....55
Historical Sketch of School....7
History, Courses in.....62
History of Art.. 78
History of Education.....38
Horace, Courses in.....94
Household Art.....84
Household Science.. 86
Illinois, History of.....62
Index, The.....12
Inductiv Geometry.....40
Industrial Chemistry.....49
Industrial History.....61
Kindergarten.....97
Laboratories 10
Laboratory Assistants....42, 47
Latin, Courses in.....92
Latin Text Books.....92
Lecture Association.....11
Library..... 10
Library Management. 91
Literary Exercises required...75
Literary Societies. 11
Literature, Courses in.....67
Literature, History of.....70
Livy..... 94
Loans to Students.....16

PAGE

Location..... 7
Manual Training.....81
Map of Normal and Bloomington.....8
Mechanical Drawing.....82
Mensuration.....40
Milton, Courses in.....67
Modern European History....64
Museum 10
Music, Courses in.....76
Nature Study.....50, 52
Normal, Town of.....7
Oratorical Association..... .11
Orchestra..... 12, 76
Organic Evolution.... ...47, 54
Organization of the School....17
Orthografy 17
Ovid.....94
Painting.....79
Pedagogy 36
Penmanship, Course in.....73
Percentage.....40
Philology 94
Phonics.....74
Physical Training.....89
Physics, Courses in.....45
Physiografy 58
Physiology.....52
Plant Ecology.....55
Plant Morphology.....55
Plant Physiology.....55
Platform Speaking.....75
Pledge to Teach 13
Poetry, Study of.....67, 69
Positions for Teachers.....16
Practis Teaching.....98
Preparatory Classes.....28
Preparatory Department.....13
Programs, Daily..... 32, 25
Programs of Students.....18, 32
Psychology.....37, 38
Quarterly, The Normal School 12
Railroads.....9
Reading Courses.....74
Reading in the Grades.....79
Reading Method.....74
Relation to State University .16

PAGE

Rhetoric.....71
Rhetoricals.....75
Rules Governing Studies.....26
Rural Schools.....39
Rural Sociology.....39
Sanitary Chemistry.....49
Scholarships.....13
School Law.....37
School Management.....37
Science of Discourse.....71
Sewing, Course in.....84
Shakspere.....68
Sociology.....61
Soil Physics.....56
Special Students.....15
Spelling.....73
Student's Loan Funds.....16
Student Organizations.....11
Students Enrold.....101
Substitutions for Electivs....26
Summary of Attendance....154
Summer School.....20

PAGE

Taxonomic Biology.....3, 4, 5
Teachers.....3, 4, 5
Teachers College.....22
Teachers Progress.....36
Text Books.....16
Textils, Courses in.....85
Three-year program.....24
Township Scholarships.....13
Training Department.....98
Trigonometry.....44
Two-year Program.....23
Tuition Fees.....16
Vidette.....12
Vergil.....94
Vocal Music.....76
Wether Study.....50
Woodwork.....81
Word Analysis.....73
Wordsworth.....67
Writing.....73
Zoology, Courses in.....51